

# Why Authors Write

Teacher-led listening and discussion about an author's choices.

**1.10** "Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of..."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

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

## 1 WHY WRITE? \_\_\_\_\_

|   |       |       |        |
|---|-------|-------|--------|
| a | teach | laugh | remind |
| b | teach | laugh | remind |

## 2 HEAR CHOICES \_\_\_\_\_

|   |       |          |       |
|---|-------|----------|-------|
| a | order | question | rhyme |
| b | I     | Lena     | we    |

**HOW TO RUN THIS PAGE**

Read each short text aloud twice, then read the choices aloud. Ask students to explain what they heard that helped them decide. After Part 2, briefly discuss how a title, a list, or big print can help a reader notice important ideas.

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 author’s words. Think about why the author wrote them, then circle the best reason you hear.”

| ROW | SAY                                                                                                                             | STUDENTS CIRCLE |
|-----|---------------------------------------------------------------------------------------------------------------------------------|-----------------|
| a   | Listen: “Bats sleep in caves. They come out at night.” Did the author write to teach, laugh, or remind? Circle the best reason. | <b>teach</b>    |
| b   | Listen: “A frog wore a hat and sang to the moon.” Did the author write to teach, laugh, or remind? Circle the best reason.      | <b>laugh</b>    |

**PART 2 • HEAR CHOICES**

**SAY** “Listen for how the author puts ideas together and who is telling. Tell a partner what word helped you, then circle your answer.”

| ROW | SAY                                                                                                                                                                            | STUDENTS CIRCLE |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| a   | Listen: “First, Sam washed the apple. Next, Sam cut it. Last, Sam ate it.” Did the author share the events in order, as a question, or as a rhyme? Circle your answer.         | <b>order</b>    |
| b   | Listen: “I splash in the rain.” Now listen: “Lena splashes in the rain.” Which word from the first sentence shows that the storyteller is talking about self? Circle the word. | <b>I</b>        |

**WHAT TO ACCEPT**

Part 1 answers are teach, then laugh. Part 2 answers are order, then I. Accept oral explanations that connect the bat facts to teaching, the silly frog to humor, the time words to order, or I to the storyteller.