



# Assessing Student Learning

<b>Goal</b>	Comprehension
<b>Strategy</b>	Determine and Analyze Author’s Purpose and Support With Text
<b>Common Core Alignment</b>	RL.1.6, RI.1.8 RL.2.6, RI.2.8 RI.3.6 RI.4.8 RL.5.6, RI.5.8 RL.6.5, RI.6.6
<b>Possible Text Selections</b>	<i>The Golden Rule</i> by Ilene Cooper <i>I Wanna Iguana</i> by Karen Kaufman Orloff <i>Don’t Let the Pigeon Drive the Bus</i> by Mo Willems <i>The True Story of the Three Little Pigs</i> by Jon Scieszka <i>Joyful Noise</i> by Paul Fleischman <i>The Butterfly</i> by Patricia Polacco <i>A Drop of Water</i> by Walter Wick <i>What Do You Do With a Tail Like This?</i> By Steve Jenkins and Robin Page
<b>Instruction</b>	See <a href="#">Ready Reference Guide</a>
<b>Possible Options for Assessment</b>	<p><b>Determining Author’s Purpose Chart</b> (example below) Charts enable students to organize their thoughts. They also allow teachers to quickly and accurately assess if students have an understanding of the strategy being utilized.</p> <p><b>Sentence Stem</b> (example below) Sentence stems are a way to scaffold instruction for students. They ensure students use academic language in their speaking and writing. This can be especially helpful when working with English language learners or in aiding students in writing complete sentences. Give students a copy of the sentence stem you would like them to use. This works well in the student’s writing notebook or on the back of a bookmark they are using.</p> <p><b>Conferring</b></p> <ul style="list-style-type: none"> <li>• Before asking students to read from their good fit book, ask what inference they have made about the author’s purpose for writing the particular book was.</li> <li>• Ask students to provide the clues they used in order to determine the author’s purpose.</li> <li>• Ask students to read a portion of their good fit book.</li> <li>• After listening to the student read, ask if they still agree with the inference they previously made about the author’s purpose. Ask the student to provide evidence to support their inference.</li> </ul> <p>If the student seems to be struggling with determining and analyzing the author’s purpose, or providing evidence to support that purpose, provide further instruction.</p>

*\* These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*



# Determine and Analyze Author's Purpose Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Prediction	The student correctly identifies the author's purpose, gives ample evidence to support that purpose, and can explain how their approach to reading changes with that purpose.	The student correctly identifies the author's purpose and gives ample evidence to support that purpose.	The student identifies the author's purpose or gives evidence to support a purpose, but does not do both correctly.	The student does not identify a purpose or provide evidence.



# Determine and Analyze Author's Purpose

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Text Title and Author	Author's Purpose	Evidence from the Text	What This Means for My Reading



# Determine and Analyze Author's Purpose

## Sentence Stem

I can infer that the author's purpose of this text is to \_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can infer that the author's purpose of this text is to \_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can infer that the author's purpose of this text is to \_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

