

Small Group Lesson Plans & Resources

AUTHOR'S PURPOSE

Objective: Students will be able to understand why an author writes a text.
 Today we are going to spend some time thinking about author's purpose. To better understand author's purpose, we can start by examining the reasons that an author writes for.

TARGET
1-2 weeks

My Invisible Dog

For a long time, I kept Jupiter a secret. I knew no one would believe me if I told them I had an invisible dog. Then, signs started going up for the First Annual Fayetteville Dog Show, and I decided it was Jupiter's time to shine.

I don't know how Jupiter became invisible. I was walking home from school one day when I heard yipping from behind a dumpster. When I peaked, a crumpled-up paper bag floated through the air and fell at my feet. I threw it, and it came back to me. Jupiter has followed me around ever since.

It's not easy having an invisible dog. You've never truly seen eyes roll until your room is covered in pillow stuffing and you tell your mom that your invisible dog did it. Usually, though, Jupiter is obedient, snuggly, and smart. I taught him to fetch, speak, and even toss a hat in the air and catch it on his head. I was sure the dog show judges would see what a wonder he was.

I should have known it was a mistake when I tried to convince my mom to take us. She said, "I hate to break it to you, but you have to have a dog to enter the dog show."

"Jupiter, speak!" I said. He let out a deep Arf! My mom dropped a whole pan of broccoli casserole onto the floor.

At the dog show, things only got worse. Jupiter snatched her prize through the stadium while I stood by and right. He finally dropped the prize on the stage. The announcer must have run onto the stage and flipped off the man's head. Jupiter jumped out of the crowd.

That's my invisible dog. I was the announcer scuffed. "I've never seen a dog like that!" the audience roared with delight. Jupiter had broken a lot of hearts. However, they asked if I would be in the dog show. Next week, I'll be at the First Annual Fayetteville Dog Show.

Why Authors Write

Authors will write for many different reasons.

1. What do you think the author's purpose is for writing this text?

2. What evidence from the text helped you figure out the author's purpose?

3. What evidence from your personal reading experience helped you figure out the author's purpose?

Name: _____ Date: _____

Organize Your Thinking:

The Author's Purpose Is...

Evidence #1	Evidence #2
-------------	-------------

1. What is the author's purpose for writing this text?

2. What evidence from the text helped you figure out the author's purpose?

Why Authors Write
 Authors will write for many different reasons.

INFORM
 The author shares facts, details, and information about a topic.

DESCRIBE
 The author uses descriptive details to describe something in depth.

EXPLAIN
 The author will explain the steps of a process or the reasons for something.

ENTERTAIN
 The author writes something funny or engaging for the reader to enjoy.

PERSUADE
 The author is trying to convince the reader to do or believe something.

Author's Purpose
Author's POV
 Different authors can write about the same topic in different ways based on their personal point of view.

Author #1	Author #2
Dogs make great pets. I grew up with 2 dogs in my house.	I was attacked by a dog as a kid. I don't think families get as pets but actually take them to train. They are dangerous after all.

Dogs as Family Pets

What? & Why?
 Readers can use the main idea to help identify the author's purpose.

Topic

- What is the text about?
- What single word or phrase could tell about the text?

Main Idea

- What specifically does the author want you to know?
- What is the main point of the text?

Author's Purpose

- Why did the author write this text?
- What is the significance of this topic?

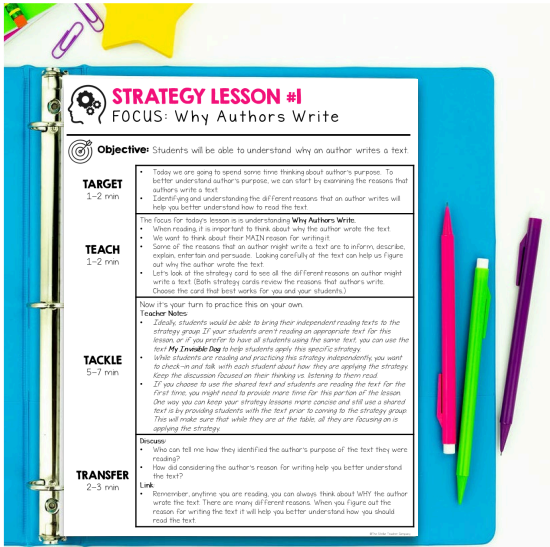
Author's Purpose
 There are many reasons why authors will write a text.

Author's Purpose is as easy as PIE.

Author's Purpose
 Different authors can write about the same topic in different ways based on their personal point of view.

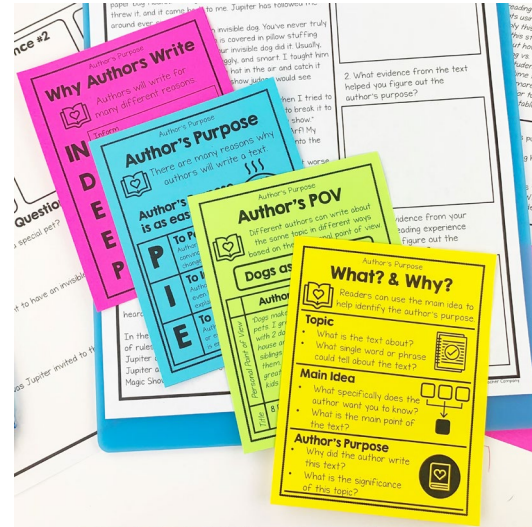
WHAT'S INCLUDED?

You get the same 4 elements for each of the lessons in this set.



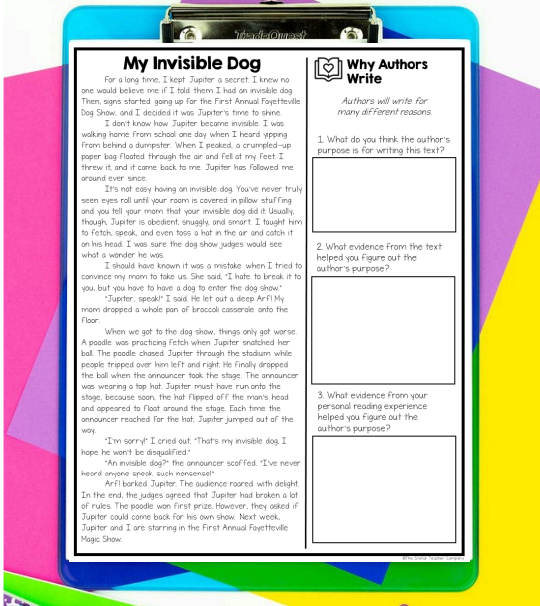
LESSON PLAN

Each lesson comes with a scripted out teacher lesson plan. You'll know exactly what to say to help your students master the objective.



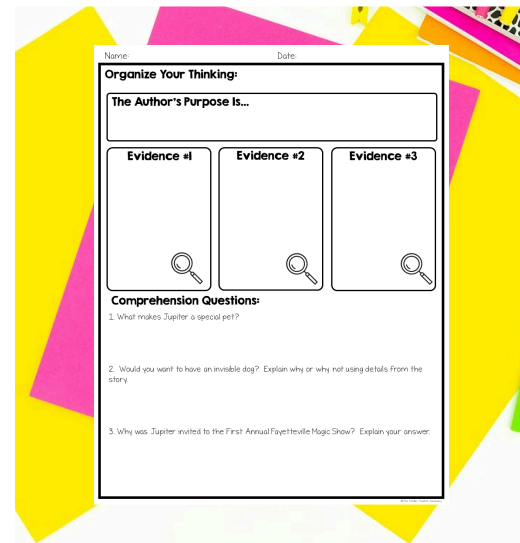
STRATEGY CARD

Each lesson includes a strategy card you can use to help teach the lesson or give to students after to help remind them of the focus skill.



STUDENT TEXT

Each lesson includes a student text that is written with the focus skill in mind. Students will easily be able to practice applying the skill you are teaching them.



RESPONSE PAGE

Students can dig deeper after the lesson and complete the response page which includes a graphic organizer and comprehension questions related to the text.

COMPLETE LESSON PLANS

Each lesson comes with a scripted teacher lesson to make planning your small group lesson a total breeze. Each strategy lesson follows the same 4T model.

- **Target**

You'll introduce the focus skill for the lesson and explain how it will help your students be stronger readers.

- **Teach**

Spend just a few minutes teaching your students all about the focus skill. We've included key phrases to help you keep this short and sweet and also a strategy card you can reference during the lesson.

- **Tackle**

This is where the magic happens. Students will use the reading passage to practice the skill you just taught while you check in with each student to make sure they understand the focus skill.

- **Transfer**

You'll end your lesson with a short discussion and remind students to continue practicing the focus skill while they are reading independently.



STRATEGY LESSON

FOCUS: Why Authors Write



Objective: Students will be able to identify the author's purpose.

TARGET
1-2 min

- Today we are going to better understand why authors write a text.
- Identifying and understanding the author's purpose will help you better understand a text.

The focus for today's lesson is understanding why authors write a text. When reading, it is important to think about why the author wrote a text. We want to think about the author's purpose. Some of the reasons authors write are to explain, entertain, or persuade. Let's look at the text and identify the author's purpose. Write a text. Choose the correct purpose.

TEACH
1-2 min

Now it's your turn to practice this on your own. **Teacher Notes:**

- Ideally, students would be able to identify the author's purpose on their own during the strategy group lesson, or if not, they can refer to the text *My Invention*.
- While students are reading and practicing, keep the strategy card visible.
- If you choose to use the shared text, one way to make the text more interesting is by having students apply the strategy to their own writing.

TACKLE
5-7 min

Discuss:

- Who can explain to me the connection between the author's purpose and the text?
- How does the author's purpose affect the text?

TRANSFER

Link:



STRATEGY LESSON

FOCUS: Purpose



Objective: Students will be able to identify the author's purpose.

TARGET
1-2 min

- Today we are going to spend some time learning about the author's purpose.
- Often times the author's purpose is to organize the information in the text.
- Identifying and understanding the author's purpose will help you better understand a text.

The focus for today is understanding why authors write a text. When reading, it is important to think about why the author wrote a text. We want to think about the author's purpose. Some of the reasons authors write are to explain, entertain, or persuade. Let's look at the text and identify the author's purpose. Write a text. Choose the correct purpose.

TEACH
1-2 min

Now it's your turn to practice this on your own. **Teacher Notes:**

- Ideally, students would be able to identify the author's purpose on their own during the strategy group lesson, or if not, they can refer to the text *My Invention*.
- While students are reading and practicing, keep the strategy card visible.
- If you choose to use the shared text, one way to make the text more interesting is by having students apply the strategy to their own writing.

TACKLE
5-7 min

Discuss:

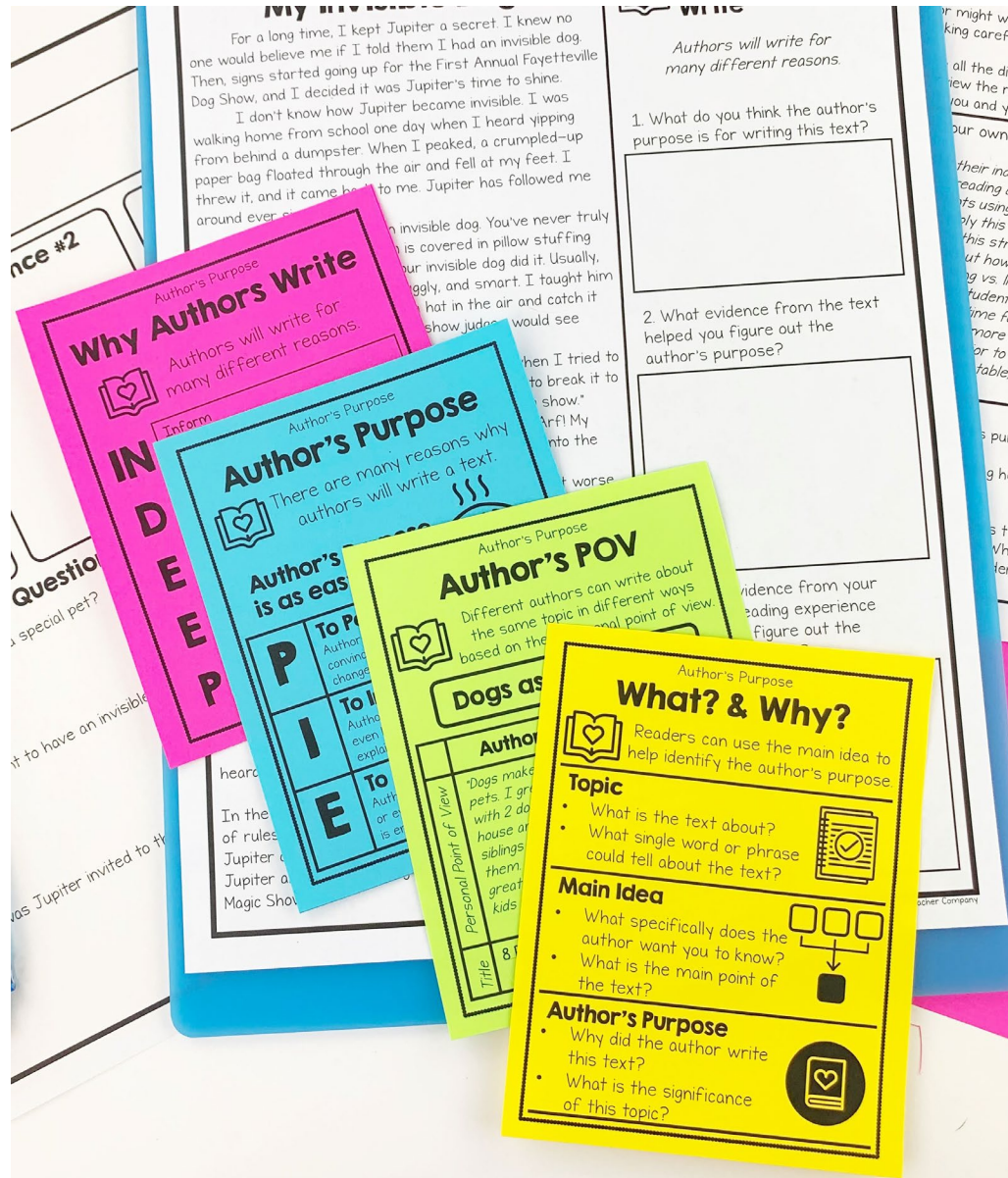
- Who can explain to me the connection between the author's purpose and the text?
- How does the author's purpose affect the text?

Link:

- Remember, you can consider the author's purpose on your own during the strategy group lesson, or if not, you can refer to the text *My Invention*.

Includes 9 Focus Lessons

Each lesson will help you teach your students a specific focus skill that will help them identify and understand author's purpose.



Lessons Include:

- Why Author's Write (InDEEP & PIE)
- Author's Purpose & Text Structure
- Finding Text Evidence to Support Author's Purpose
- Author's Influence
- Author's POV
- Impact of Author's Personal Opinion on the Text
- Reader's and Author's POV
- Main Idea and Author's Purpose Connection
- Questioning the Author's Purpose

FOCUSED STUDENT PRACTICE

These passages and response pages are a great way for students to get focused practice on the specific skills included.

- Each passage is short, fun, and engaging to read.
- Includes a set of questions next to the text that will help students see how they can apply the focus skill to this specific text.
- Includes a graphic organizer related to the focus skill and comprehension questions.

Great way for students to practice and work towards mastery of key comprehension skills.

Name: _____ Date: _____

Organize Your Thinking:

The Author's Purpose Is...

Evidence #1

Comprehension Ques

1. Why is it a bad idea to run on concrete?
2. The text describes the shoes in this phrase.
3. Would you buy "Cloud Racers"?

On Sale Now!

Are you tired of pounding the pavement? Does running on concrete ache with each step? Then it's time for you to ditch your worn-out sneakers. Try Cloud Racers. With Cloud Racers, racing on pavement feels like running on air.

Running on hard surfaces can send pain from the soles of your feet to the tips of your hips. Over time, the pressure can put a strain on your tendons and damage your joints. But we know that an athlete is an athlete for life. Athletes who run on sidewalks and roads need a shoe that can soften each step without slowing you down. Cloud Racers will give you the cushioning you need to keep going.

Using the most up to date "air gel" technology, Cloud Racers provide padding to protect your feet and legs from the strain of running on hard surfaces. With each step, air gel pockets gently compress to reduce the impact on your body. At the same time, the air gel has been specially formulated to create extra bounce so you can keep the spring in your step that gives you speed. The lightweight and aerodynamic structure will help you take your speed to the next level... without the pain. The sturdy framework will also give you the heel and ankle support you need, combining comfort with strength.

But can a soft-soled running shoe hold up? Yes! Cloud Racers are built to last. Whether you're training for a marathon or walking your dog in the park, Cloud Racers are ready to take you there day after day. Air gel was designed to spring back into place with every compression, and the high-impact fabric will continue to support you each step of the way.

Give your body the gift of Cloud Racers today. You deserve it. Just visit cloudracersfootwear.com. For a limited time only, enter the gift code "run-on-air" to redeem your 15% discount. Satisfaction guaranteed, or your money back. Now available in "Atmospheric Blue" and "Silver Lightning." Cloud Racers. Our motto is when you hit the streets, you hit the clouds.

Finding Text Evidence

Readers can find text evidence to support the author's purpose.

Step 1: Read.

1. What jumped out at you as you were reading?

Step 2: Think.

2. Why do you think the author wrote this text?

Step 3: Search.

3. What evidence supports your thinking?

INCLUDES TEACHER GUIDE

Are you new to using strategy groups in your classroom? No worries! We got you!

This resource also includes a 2-page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.

Strategy Group FAQs
Strategy groups are an effective tool for... your student... to know how... how to get st...
Here are some...

TEACHING GUIDE: Strategy Groups

What is a strategy group?
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers – book selection, comprehension skill, responding to reading etc.

Why should I prioritize strategy groups?
• Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.
• It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.
• Practicing reading strategies in small group can be much more engaging for students than independent practice.
• Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

Strategy Group Reminders:

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

How should I structure my strategy group?
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

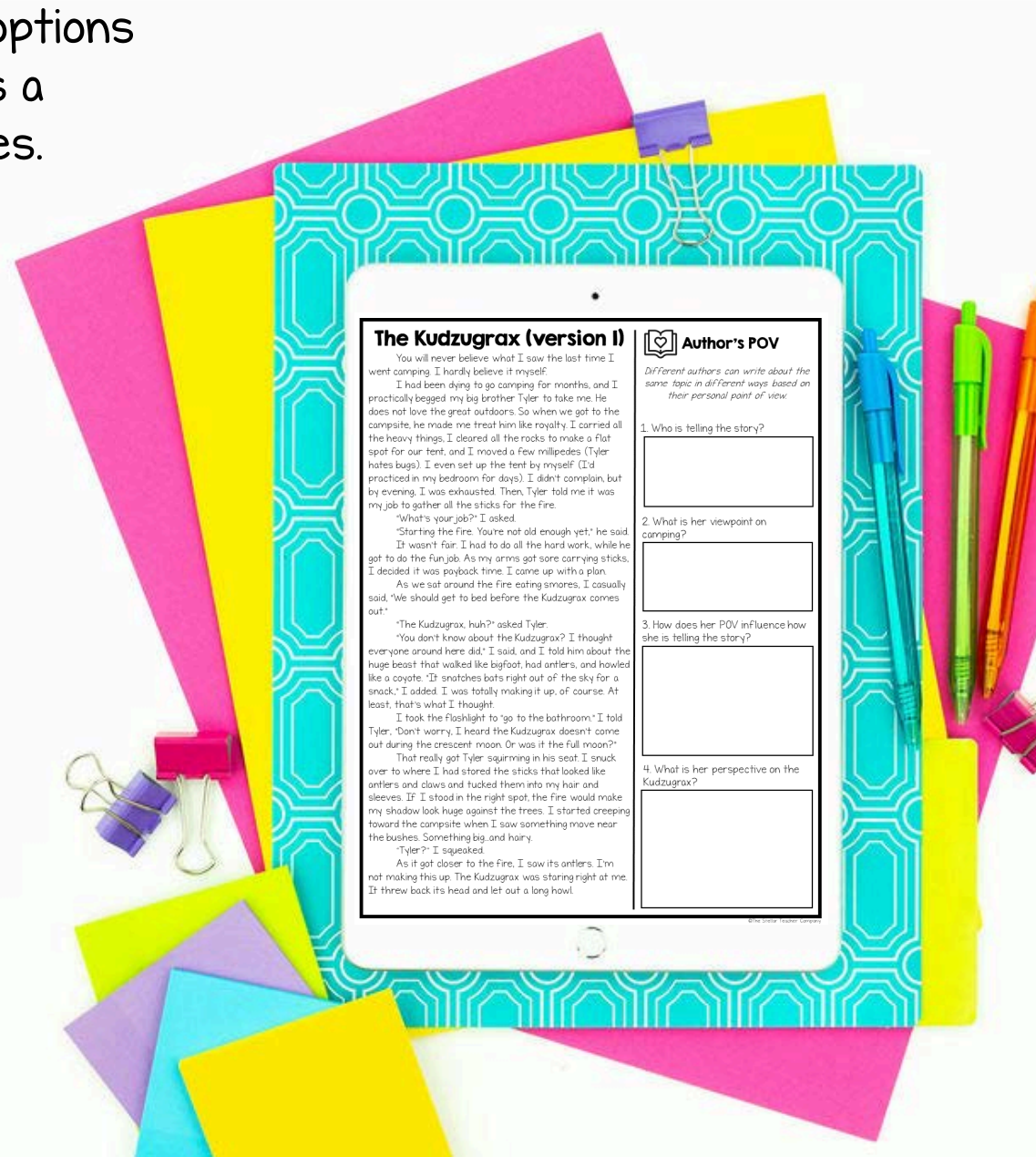
Target	Teach	Tackle	Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
	1-2 minutes	5-7 minutes	2-3 minutes

Includes Digital Versions

I love to provide both print and digital options in my resources. This resource includes a digital version created using Google Slides.

In addition to the print version, you get a digital version created using Google Slides for all the passages, response pages, and graphic organizers.

Rest assured, you can use this resource in both face-to-face and virtual classrooms.



A LOOK INSIDE... *9 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #1
FOCUS: Why Authors Write

Objective: Students will be able to understand why an author writes a text.

TARGET
1-2 min

- Today we are going to spend some time thinking about author's purpose. To better understand author's purpose, we can start by examining the reasons that authors write a text.
- Identifying and understanding the different reasons that an author writes will help you better understand how to read the text.

The focus for today's lesson is understanding **Why Authors Write**.

- When reading, it is important to think about why the author wrote the text.
- We want to think about their MAIN reason for writing it.
- Some of the reasons that an author might write a text are to inform, describe, explain, entertain and persuade. Looking carefully at the text can help us figure out why the author wrote the text.
- Let's look at the strategy card to see all the different reasons an author might write a text. (Both strategy cards review the reasons that authors write. Choose the card that best works for you and your students.)

Now it's your turn to practice this on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading an appropriate text for this lesson, or if you prefer to have all students using the same text, you can use the text *My Invisible Dog* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to their read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group.

TACKLE
5-7 min

Why Authors Write

Authors will write for many different reasons.

INFORM
The author shares facts, details, and information about a topic.

DESCRIBE
The author uses descriptive details to describe something in depth.

EXPLAIN
The author will explain the steps of a process or the reasons for something.

ENTERTAIN
The author writes something funny or engaging for the reader to enjoy.

PERSUADE
The author is trying to convince the reader to do or believe something.

Why Authors Write

Authors will write for many different reasons.

INFORM
The author shares facts, details, and information about a topic.

DESCRIBE
The author uses descriptive details to describe something in depth.

EXPLAIN
The author will explain the steps of a process or the reasons for something.

ENTERTAIN
The author writes something funny or engaging for the reader to enjoy.

PERSUADE
The author is trying to convince the reader to do or believe something.

My Invisible Dog

For a long time, I kept Jupiter a secret. I knew no one would believe me if I told them I had an invisible dog. Then, signs started going up for the First Annual Foyetteville Dog Show, and I decided it was Jupiter's time to shine. I don't know how Jupiter became invisible. I was walking home from school one day when I heard yipping from behind a dumpster. When I peered at a crumpled-up paper bag floated through the air and fell at my feet. I threw it, and it came back to me. Jupiter has followed me around ever since.

It's not easy having an invisible dog. You've never truly seen eyes roll until your room is covered in pillow stuffing and you tell your mom that your invisible dog did it. Usually, though, Jupiter is obedient, snuggly, and smart. I taught him to fetch, speak, and even toss a hot in the air and catch it on his head. I was sure the dog show judges would see what a wonder he was.

I should have known it was a mistake when I tried to convince my mom to take us. She said, "I hate to break it to you, but you have to have a dog to enter the dog show."

"Jupiter, speak!" I said. He let out a deep Arf! My mom dropped a whole pan of broccoli casserole onto the floor.

When we got to the dog show, things only got worse. A poodle was practicing Fetch when Jupiter snatched her ball. The poodle chased Jupiter through the stadium while people tripped over him left and right. He finally dropped the ball when the announcer took the stage. The announcer was wearing a top hat. Jupiter must have run onto the stage, because soon, the hat flopped off the man's head and appeared to float around the stage. Each time the announcer reached for the hat, Jupiter jumped out of the floor.

Why Authors Write

Authors will write for many different reasons.

1. What do you think the author's purpose is for writing this text?

2. What evidence from the text helped you figure out the author's purpose?

3. What evidence from your personal reading experience helped you figure out the author's purpose?

Name: _____ Date: _____

Organize Your Thinking:

The Author's Purpose is...

Evidence #1 **Evidence #2** **Evidence #3**

Comprehension Questions:

1. What makes Jupiter a special pet?
2. Would you want to have an invisible dog? Explain why or why not using details from the story.
3. What evidence from your personal reading experience helped you figure out the author's purpose?

STRATEGY LESSON #2
FOCUS: Purpose & Structure

Objective: Students will be able to understand how the author's purpose connects to text structure.

TARGET
1-2 min

- Today we are going to spend some time thinking about author's purpose.
- Often times the author's purpose will directly impact how the author chooses to organize the information in the text. This is known as text structure.
- Identifying and understanding the text structure can help you better understand the author's purpose.

The focus for today is understanding the connection between **author's purpose and text structure**.

When reading, it is important to think about why the author chose a particular text structure. The author's choice in text structure can help us determine the author's purpose for writing.

- There are various types of text structure the author could use.
- If they wanted to explain HOW to build something, they would choose a sequential text structure. If they author wanted to persuade the reader to take action and recycle, they might use a problem and solution text structure.
- If you can identify the text structure, you can easily figure out the author's purpose, and vice versa. If you can determine the author's purpose, you have a clue that will help you identify the text structure.

Let's look at the strategy card to learn more about the connection between author's purpose and text structure.

Now it's your turn to practice this on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading an appropriate text for this lesson, or if you prefer to have all students using the same text, you can use the text *How to Compost Your Scraps* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to their read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

DISCUSS

- Who can explain to me the connection between author's purpose and text structure?
- How does considering the text structure help you better understand the author's purpose?

LINK

- Remember, you can consider the author's purpose for writing anytime you are reading independently. You can consider how the author's choice in text structure gives clues about the author's purpose for writing. This will help you better understand the text.

TRANSFER
2-3 min

Purpose & Structure

Authors will use different text structures for different purposes.

Type	Symbol	Author's Purpose
Cause & Effect	C → E	To explain the relationship between two things.
Compare & Contrast	○ ↔ ○	To explain similarities and differences between two topics.
Description	○ → ○ → ○	To describe something in depth or to create a mental image for the reader.
Sequence	1 → 2 → 3	To inform the reader how to do something or share a timeline of events.
Problem & Solution	? → ✓	To explain a problem and offer possible solutions.

Purpose & Structure

Authors will use different text structures for different purposes.

Type	Symbol	Author's Purpose
Cause & Effect	C → E	To explain the relationship between two things.
Compare & Contrast	○ ↔ ○	To explain similarities and differences between two topics.
Description	○ → ○ → ○	To describe something in depth or to create a mental image for the reader.
Sequence	1 → 2 → 3	To inform the reader how to do something or share a timeline of events.
Problem & Solution	? → ✓	To explain a problem and offer possible solutions.

How to Compost Your Scraps

When you throw food scraps in the trash, they take up space in a landfill. You can reduce waste by composting, turning it into rich soil instead.

To get started, learn which materials to compost and which to avoid. Meat, fruit, and vegetable scraps, like watermelon rinds or pepper stems, make great compost. There are many other food scraps you can add to the mix, too. From stale bread to eggshells to coffee grounds, you can even toss in tissues, ripped-up cardboard, fingernail clippings, and hair from your hairbrush. This might sound like a disgusting concoction to you, but soon, your plants will be having a feast.

There are some items to keep out of your compost. Citrus peels and onion skins take longer to break down and can be harmful to the worms that help turn your scraps to soil. Meat and dairy products will break down in your compost, but it's not recommended. They will make your compost stinky, and may invite unwanted pests like rats, raccoons, and coyotes to come raid your pile. Also avoid household items that don't break down like plastic or metal.

Next, you'll need to decide where to make your compost. If you have a yard, you can simply throw your compost into a pile. Some people prefer to use a mesh box or a barrel to keep the pests away. If you don't have a yard, you can get a small bin to compost inside. You'll need to add some worms or special grubs with bacteria to the bin to help the food break down. Unless you add your food directly to the compost pile, you'll need somewhere to store it. Many people choose to keep a container of food scraps in their freezer to keep the smell down and the flies away.

Before you start tossing your scraps into the compost, you'll need another important ingredient dry matter. You should layer sloppy food scraps with some dry materials, like brown leaves, grass clippings, wood chips, or shredded newspaper to absorb the moisture and help oxygen move through your pile. The last thing you'll want to keep in mind is that it helps to occasionally turn your pile over using a stick or shovel to get air moving through it.

If you follow those steps, it won't be long until your pile of waste looks and smells like garden soil. You can use it for potted plants or your garden or you can donate it to a community garden. The plants will thank you!

Purpose and Structure

Authors will use different text structures for different purposes.

1. How did the author organize this text?

2. What evidence helped you determine the structure?

3. What is the purpose the author had in writing this text?

4. Explain how the organization of the text supports the purpose.

Name: _____ Date: _____

Organize Your Thinking:

What is the author's purpose?

What are the key steps to compost your scraps?

Step 1
Step 2
Step 3
Step 4

Comprehension Questions:

1. Describe what items can be composted. Use details from the text to support your answer.
2. Would you want to compost your scraps? Explain your thinking.
3. Who should read this text? Make a recommendation of a person that should read the article. Explain why they should read it.

A LOOK INSIDE... * 9 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #3
FOCUS: Finding Text Evidence

Objective: Students will be able to find text evidence to support their thinking around author's purpose.

TARGET
1-2 min

- Today we are going to talk about how readers can find text evidence to support their thinking around author's purpose.
- When we identify and name the author's purpose for writing a text, we want to make sure that we can find specific places in the text that support our thinking on author's purpose.

TEACH
1-2 min

The focus for today is **Finding Text Evidence**.

- When reading it is important to think about why the author is writing the text. What is their purpose?
- When you have identified the author's purpose it is important to look for evidence to support your thinking. Text evidence might include the words the author uses, the illustrations, or features included in the text.
- There should be something in the text that helped you figure out the author's purpose.
- Let's look at the strategy card to learn more about how we can find text evidence while reading.

Now it's your turn to practice this on your own.

Teacher Notes:

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading an appropriate text for this lesson, or if you prefer to have all students using the same text, you can use the text **On Sale Now!** to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. You may want to provide students with the text prior to coming to the strategy group.

TACKLE
5-7 min

Finding Text Evidence
Readers can find text evidence to support the author's purpose.

1. Read
2. Think
3. Search

1. Read the text.
2. Think about why the author wrote this text. (INDEEP or PIE)
3. Search for evidence to support your thinking about the author's purpose.

- The author stated.
- The pictures show.
- On pg. _____, it said.

Finding Text Evidence
Readers can find text evidence to support the author's purpose.

1. Read
2. Think

1. Read the text.
2. Think about why the author wrote this text. (INDEEP or PIE)

On Sale Now!
Are you tired of pounding the pavement? Does running on concrete ache with each step? Then it's time for you to ditch your worn-out sneakers. Try Cloud Racers. With Cloud Racers, racing on pavement feels like running on air.

Running on hard surfaces can send pain from the soles of your feet to the tips of your hips. Over time, the pressure can put a strain on your tendons and damage your joints. But we know that an athlete is an athlete for life. Athletes who run on sidewalks and roads need a shoe that can soften each step without slowing you down. Cloud Racers will give you the cushioning you need to keep going.

Using the most up to date "air gel" technology, Cloud Racers provide padding to protect your feet and legs from the strain of running on hard surfaces. With each step, air gel pockets gently compress to reduce the impact on your body. At the same time, the air gel has been specially formulated to create extra bounce so you can keep the spring in your step that gives you speed. The lightweight and aerodynamic structure will help you take your speed to the next level... without the pain. The sturdy framework will also give you the heel and ankle support you need, combining comfort with strength.

But can a soft-soled running shoe hold up? Yes! Cloud Racers are built to last. Whether you're training for a marathon or walking your dog in the park, Cloud Racers are ready to take you there day after day.

Finding Text Evidence
Readers can find text evidence to support the author's purpose.

Step 1: Read.
1. What jumped out at you as you were reading?

Step 2: Think.
2. Why do you think the author wrote this text?

Step 3: Search.
3. What evidence supports your thinking?

Name: _____ Date: _____

Organize Your Thinking:

The Author's Purpose Is...

Evidence #1	Evidence #2	Evidence #3
--------------------	--------------------	--------------------

Comprehension Questions:

- Why is it a bad idea to run on concrete? Use details from the text to support your answer.
- The text describes the shoes by saying they "run-on-air". Explain why the author used this phrase.

STRATEGY LESSON #4
FOCUS: Author's Influence

Objective: Students will understand that sometimes reader's opinions (including their own) will change as a result of what the author writes.

TARGET
1-2 min

- Today we are going to think about the author's point of view that is shared in the text.
- Sometimes, as readers, our opinions and perspectives can change as a result of what the author shares.

TEACH
1-2 min

The focus for today's lesson is understanding the **Author's Influence**.

- When reading, it is important to think about what point of view the author is sharing.
- Then, we can compare the author's point of view with our own perspective.
- While reading you might:
 - Learn something new
 - Consider a new point of view or opinion
 - Have a change of heart about the topic
- You can pay attention to your thinking and see if the way the author is writing the text is changing your thinking at all.
- Let's look at the strategy card to learn more about the author's influence.

Now it's your turn to practice this on your own.

Teacher Notes:

- Ideally, students would be able to bring their independent reading text to the strategy group. If your students aren't reading an appropriate text for this lesson, or if you prefer to have all students using the same text, you can use the text **We Need Summer Vacation!** to help students apply this specific strategy. Two texts are provided to show two points of view. This will help your students see how they may be impacted with a text that is similar to their point of view and one that differs. You may allow students to choose their text or assign a text for the purpose of the lesson.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

TACKLE
5-7 min

Discussions:

- Was anyone influenced by the author's point of view?
- How did the author's purpose for writing make you think differently about the topic?

Link:

- Remember, anytime you are reading you might be influenced by the author's point of view. It's ok if your thinking about a topic changes or if you discover a new way of looking at things.

TRANSFER
2-3 min

Author's Influence
Readers can be influenced by the author's point of view.

I never considered that before. I didn't realize. This has me thinking differently.

I used to think... But, now I think...

Author's Influence
Readers can be influenced by the author's point of view.

I never considered that before. I didn't realize. This has me thinking differently.

I used to think... But, now I think...

We Need Summer Vacation!
Can you imagine going to school at your round? Some people are arguing that having short vacations throughout the year would be better than the traditional summer break, but a long vacation can offer so much more than several short ones.

A 10 to 12-week long summer vacation gives kids a chance for rich learning experiences that can't be found in a classroom. Summer provides opportunities to attend summer camp or summer programs or to take long trips. Older students can get experience working summer jobs. It is also easier for families to schedule meaningful vacations or family reunions, especially for those who have family living overseas.

Additionally, the broken-up school year could provide some challenges for students and families. Learning in short bursts might mean that as soon as students started digging into a topic, their learning would get interrupted with a break. Then just as they started to relax, it would be time to get ready for school again. School sports seasons would also be disrupted with the breaks.

If schools did not all follow the same calendar, it would be difficult to schedule sports events, academic competitions, and more. On top of that, if a family had children that went to different schools, they would have to juggle the mismatched calendars.

For many families without stay-at-home parents, it would also be more difficult to find childcare during these short vacations throughout the year than over the summer. There may not be as many camps or programs, and sitters and nannies might not be available for just two or three weeks at a time, especially high school or college students on a different school calendar.

Perhaps most importantly, summer breaks provide a light at the end of the tunnel after a long school year. School can be tiring for both kids and teachers, and a longer break can give them something to look forward to, help them feel refreshed, and provide a stopping point between one school year and the next. School should not feel like an endless cycle. Summer vacation gives kids a chance to dive deep into classroom learning during the school year, and then catch their breaths, spend time with family, and get a chance to learn outside of school walls.

Author's Influence
Readers can be influenced by the author's point of view.

As you are reading, respond to the following prompts:

- I have never considered...
- I didn't realize...
- After reading this, I am now thinking...

Name: _____ Date: _____

Organize Your Thinking:

I used to think...

But then I read...

And now I think...

Comprehension Questions:

- What are the benefits of a long summer vacation? Use details from the text to support your answer.
- What would be the biggest problem with having year-round school? Explain your answer.
- Do you agree with the benefits of a long summer break? Why or why not?

A LOOK INSIDE...

*9 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #5

FOCUS: Author's POV

Objective: Students will be able to understand that different authors can write about the same topic or event in different ways.

TARGET
1-2 min

- Authors write about a topic or event from their own point of view. Different authors can think about the same topic or event in different ways.
- Authors' point of view impacts how they recall events or talk about topics.

TEACH
1-2 min

The Focus for today is understanding how the **author's point of view impacts their writing**. When reading, it is important to think about what point of view the author is sharing. Different authors can write about the same topic or event, but their point of view on that topic or event can be very different.

- As a reader it is important for us to identify the author's POV
- Think about the perspective the author is writing from
- Understand how their perspective impacts their writing
 - They might only share one perspective.
 - They might only share facts that support their opinion.
 - They might only know and tell one side of the story/event.
 - They might have a limited understanding of the whole event.
- The way a text is written is usually heavily influenced by the author's point of view. Let's look at the strategy card to see an example of how an author's point of view impacts their writing.

Now it's your turn to practice this on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading appropriate text for this lesson or if you prefer to have all students using the same text, you can use the text *The Kudzugrax (versions 1 and 2)* to help students apply this specific strategy.
- This lesson includes two texts with the same title. Each text is written with a different view—point of view. You can have students read the texts ahead of time and discuss the viewpoints of each author or you can have half the students read one text and half read the other and discuss what they read with the group.
- While students are reading and practicing this strategy independently, you want to

TACKLE
5-7 min

Author's Purpose

Author's POV

Different authors can write about the same topic in different ways based on their personal point of view.

Dogs as Family Pets

Author #1	Author #2
"Dogs make great pets. I grew up with 2 dogs in my house and my siblings and I loved them. They are a great way to teach kids responsibility."	"I was attacked by a dog as a kid. I think it's a problem when families get dogs as pets but don't actually take the time to train them. They are animals after all."
8 Reasons Dogs Are The Best Pets	The Dangers When Dogs Go Untrained

Author's Purpose

Author's POV

Different authors can write about the same topic in different ways based on their personal point of view.

Dogs as Family Pets

Author #1	Author #2
"Dogs make great pets. I grew up with 2 dogs in my house and my siblings and I loved them. They are a great way to teach kids responsibility."	"I was attacked by a dog as a kid. I think it's a problem when families get dogs as pets but don't actually take the time to train them. They are animals after all."
8 Reasons Dogs Are The Best Pets	The Dangers When Dogs Go Untrained

Author's Purpose

Author's POV

Different authors can write about the same topic in different ways based on their personal point of view.

Dogs as Family Pets

Author's Purpose

Author's POV

Different authors can write about the same topic in different ways based on their personal point of view.

Dogs as Family Pets

The Kudzugrax (version 1)

Author's POV

Different authors can write about the same topic in different ways based on their personal point of view.

You will never believe what I saw the last time I went camping. I hardly believe it myself. I had been dying to go camping for months, and I practically begged my big brother Tyler to take me. He does not love the great outdoors. So when we got to the campsite, he made me treat him like royalty. I carried all the heavy things, I cleared all the rocks to make a flat spot for our tent, and I moved a few nylpides (Tyler hates bugs). I even set up the tent by myself (I'd practiced in my bedroom for days). I didn't complain, but by evening I was exhausted. Then Tyler told me it was my job to gather all the sticks for the fire.

"What's your job?" I asked.

"Starting the fire. You're not old enough yet," he said. "It wasn't fair. I had to do all the hard work, while he got to do the fun job. As my arms got sore carrying sticks, I decided it was payback time. I came up with a plan. As we sat around the fire eating smores, I casually said, "We should get to bed before the Kudzugrax comes out."

"The Kudzugrax, huh?" asked Tyler.

"You don't know about the Kudzugrax? I thought everyone around here did." I said, and I told him about the huge beast that walked like a bigfoot, had antlers, and howled like a coyote. "It snatches bats right out of the sky for a snack." I added. I was totally making it up, of course. At least, that's what I thought.

I took the flashlight to go to the bathroom. I told Tyler, "Don't worry, I heard the Kudzugrax doesn't come out during the crescent moon. Or was it the full moon?" That really got Tyler squirming in his seat. I snuck

Name: _____ Date: _____

Organize Your Thinking:

What is Alex's (the narrator) point of view on the following?

Camping	The Kudzugrax

How does her POV influence how she writes her story?

Comprehension Questions:

- Describe what the narrator meant when she said her brother made her treat him "like royalty"?
- How is the narrator, Emma, when she makes the plan to scare her brother?

STRATEGY LESSON #6

FOCUS: Personal Opinion

Objective: Students will be able to understand how an author's opinion and point of view will influence their writing of informational texts.

TARGET
1-2 min

- As we continue to talk about author's purpose, we want to think about how an author's personal opinion will show up in their writing.
- Often times when authors write about an informational topic, they will still include their personal opinion about that topic in the text.

TEACH
1-2 min

The Focus for today is understanding the **personal opinion of the author**. When reading, it is important to think about how the author's personal opinions impact the text.

- Readers should look for personal opinions in the text.
- This means readers are going to be looking for opinion statements, emotions, feelings, or claims of "the best/worst" or "always/never" etc.
- Readers can also consider what facts the author choose to use and what facts they don't have left out.
- When we consider the personal opinion of the author it helps us identify any possible bias about a particular topic and we can try and read the text with a fresh perspective.
- Let's look at the strategy card to learn more about how we can think about this when we are reading.

Now it's your turn to practice this on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading appropriate text for this lesson or if you prefer to have all students using the same text, you can use the text *Snow Sports* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more info for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

TACKLE
5-7 min

DISCUSS

- What evidence of the author's personal opinion did you see in the text?
- What opinion statements were included and how did they influence your reading experience?

LINK

- Remember, anytime you are reading, you want to think about and consider the author's personal opinion and how that might be showing up in the text.

Author's Purpose

Personal Opinion

An author's personal opinion will influence how they write an informational text.

My Personal Thinking → How I Write The Text

As a reader...

- Look for personal opinions in the text.
- Consider what facts were included.
- Think about what facts the author might have left out of the text.
- Think about what else you could research to consider an alternative perspective.

Author's Purpose

Personal Opinion

An author's personal opinion will influence how they write an informational text.

My Personal Thinking → How I Write The Text

As a reader...

- Look for personal opinions in the text.
- Consider what facts were included.
- Think about what facts the author might have left out of the text.
- Think about what else you could research to consider an alternative perspective.

Author's Purpose

Personal Opinion

An author's personal opinion will influence how they write an informational text.

My Personal Thinking → How I Write The Text

As a reader...

- Look for personal opinions in the text.
- Consider what facts were included.
- Think about what facts the author might have left out of the text.
- Think about what else you could research to consider an alternative perspective.

Author's Purpose

Personal Opinion

An author's personal opinion will influence how they write an informational text.

My Personal Thinking → How I Write The Text

As a reader...

- Look for personal opinions in the text.
- Consider what facts were included.
- Think about what facts the author might have left out of the text.
- Think about what else you could research to consider an alternative perspective.

Snow Sports

If you are lucky enough to travel to the snowy slopes this winter, should you pack your skis or grab a snowboard? Both snow sports are great ways to build up your fitness and have fun speeding down the hillsides, but they also come with different advantages.

Most people master the basics of skiing much faster. After a couple days of practice, you will likely be off the beginner's hill and making your way down some longer ski runs. When you first learn to snowboard, on the other hand, be prepared to spend a lot of time on your backside. It often takes longer to be able to turn, stop, and control a snowboard without getting tripped up when the edge of the board catches some snow. Once you do learn the basics, though, it is easier to master the more difficult skills on a snowboard than it is on skis.

Snowboarding equipment can be easier to manage than ski, too. The boots are more comfortable and easier to walk around in than ski boots, and there is just one board rather than a pair of skis and ski poles. However, most ski resorts have lifts to take you to the top of the hill, and these are much easier to ride as a skier. Snowboarders have to remove their back foot from the snowboard and push with it, like you would push a skateboard, and then strap back in before going down the hill. Skiers can keep their skis on and use their poles to push.

There are a few other differences, too. Snowboarding is better in powdery snow, while skiing works better in packed-down snow or ice. Snowboarding gives your abs a bigger workout, and skiing mainly works your legs. In the end, though, both sports are a lot of fun. Once you master the basic skills, you can speed down hills, zig-zag and turn, and even do some jumps and tricks on a snowboard or on skis.

Because of the equipment and the access to a ski resort needed, both sports can also be expensive. You also need big hills or mountains and, of course, snow. If the slopes are out of reach, though, there are still options. Skateboarding and inline skating are just as much fun, and you need less the skateboard or skates, a helmet, and some concrete.

Personal Opinion

An author's personal opinion will influence how they write an informational text.

My Personal Thinking → How I Write The Text

1. What is the author's opinion about snow sports?

2. List 2 or 3 examples of STRONG opinions the author has about skiing and snow boarding.

3. What is an alternative perspective the author could have included?

Name: _____ Date: _____

Organize Your Thinking:

How does the author feel about snow sports? Use text evidence to support your thinking.

How did the author's opinion influence how they wrote the text? Use text evidence to support your thinking.

My Personal Thinking → How I Write The Text

Comprehension Questions:

- What are the benefits of skiing? Use details from the text to support your answer.
- What are the benefits of snowboarding? Use details from the text to support your answer.
- If you could only choose one snow sport, which would you choose to try? Explain your thinking.

Hey! Let's be friends!

Click the icon below to follow me on social media.



Looking for new ideas and easy-to-implement strategies?

Tune in to the [Stellar Teacher Podcast](#) each week to hear me share actionable strategies that will help take you to the next level of your teaching career!

Click [HERE](#) to listen!

