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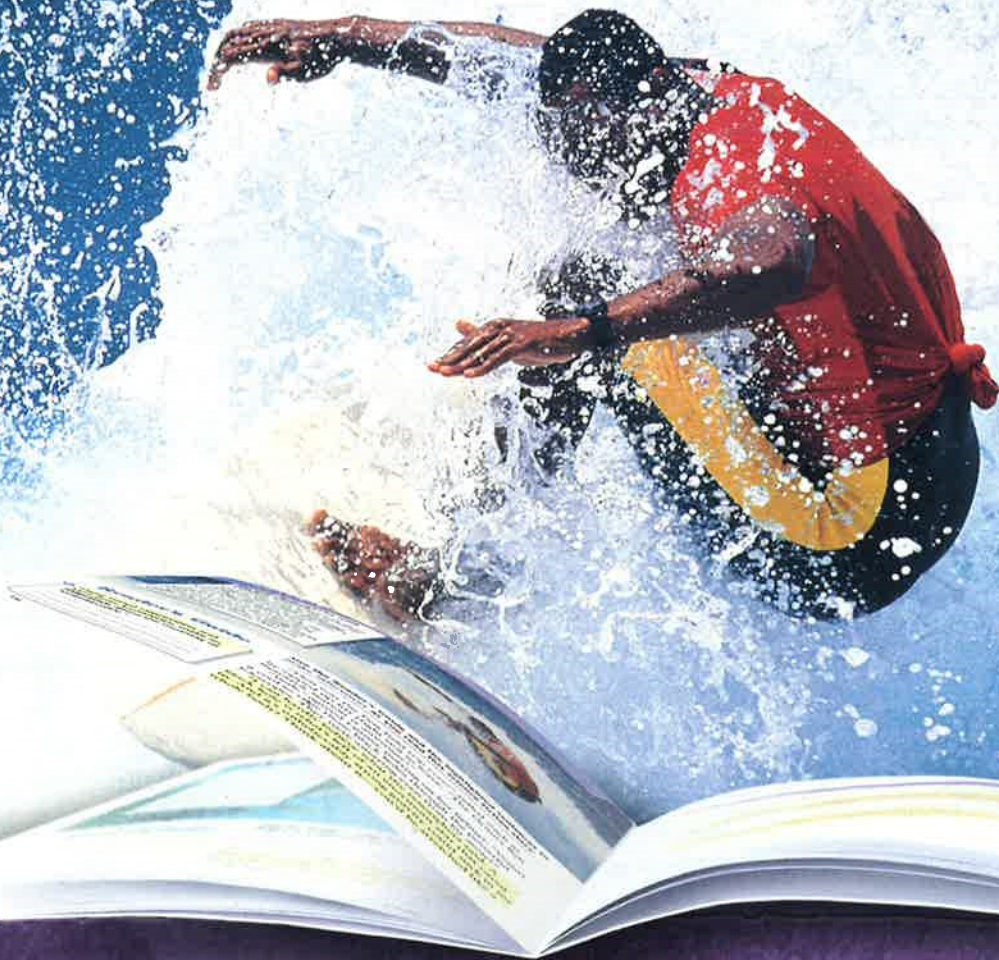
Level

F

Critical Reading

Differentiated Instruction Across Genres

Understanding Author's purpose



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 TEKS
ELAR 10A, 11C, 12A

 TEKS
ELAR 7C, 10L, 11C, 12A, 12B, 12E,
15D

 TEKS
ELAR 7C, 10L, 11C, 12A, 12B, 12E,
12I, 15C

 TEKS
ELAR 7C, 10L, 11C, 12A, 12B, 12E,
15B

 TEKS
ELAR 10I, 11C, 11D, 12A, 12B, 12E,
15B, 15C, 15D

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Use Strategies to Understand What You Read

Sometimes you read to enjoy a good story. At other times you read to learn something new. No matter why you read, you need to **understand what you read**.

Using **reading strategies** will deepen your understanding of what you read. Use the strategies below to understand the reading selections in this book.

Before You Read

- ◆ Think about **why** you will read the selection.
- ◆ **Preview** the selection.
- ◆ Think about how the selection is **organized**.
- ◆ Think about what you **already know**.
- ◆ For fiction, **predict** what the story is about and what will happen. For nonfiction, **predict** what the selection is about and what information you will find.
- ◆ **Plan** how you will read the selection.

While You Read

- ◆ Make sure you **understand** what you are reading. If you don't, make some changes.
- ◆ **Ask yourself questions** about what you are reading.
- ◆ For fiction, think about how the plot is **organized**. For nonfiction, think about how the information is **organized**.
- ◆ **Make connections** between stated ideas and what you already know.
- ◆ Pay attention to **different kinds of type**, such as bold type. Think about why they are different.
- ◆ Study any **pictures, photos, captions, charts, or graphs**.
- ◆ Create a **mental picture** of important details in the selection.

After You Read

- ◆ Think about **your predictions**. Were your predictions right?
- ◆ **Talk** with other students about what you read.
- ◆ **Answer questions** about what you read.
- ◆ **Organize** important parts or details from the selection.
- ◆ **Summarize** the selection.

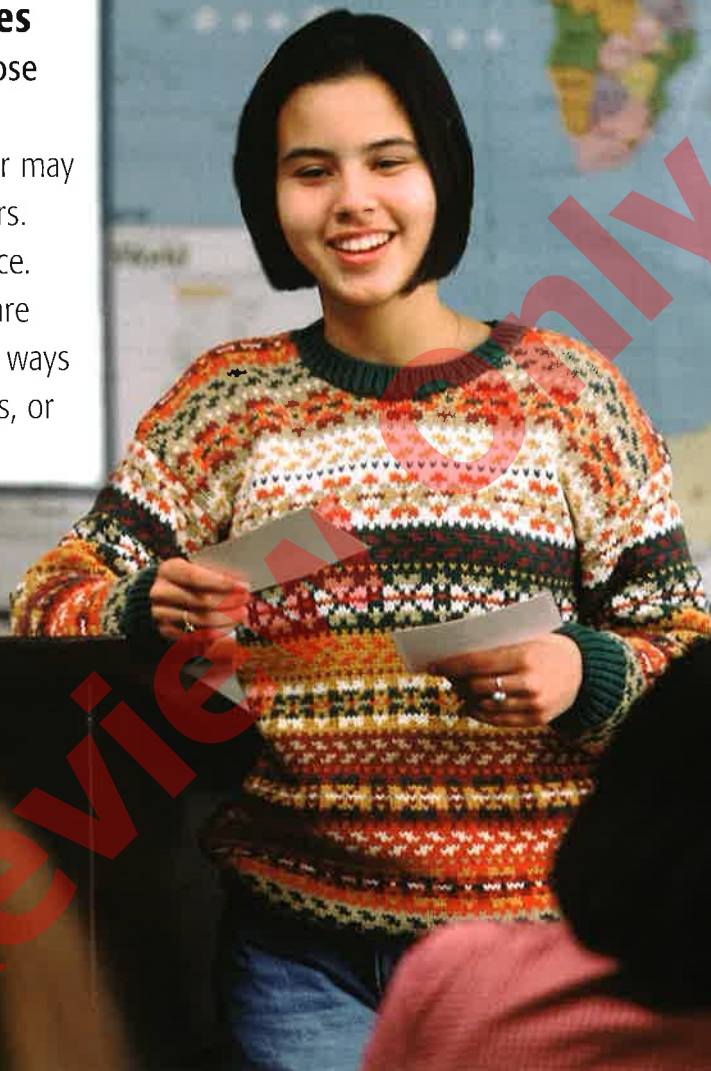
Lesson 3

Good Food for Good Health

Author's Purpose and Speeches

Authors always have one **main purpose** for writing. Sometimes they also have a **second purpose**. For example, an author may write to persuade and also inform readers.

A **speech** is a talk given to an audience. Many speeches are written before they are given. To **understand** a speech, look for ways the author entertains, informs, persuades, or expresses feelings.



Reader's Guide

school board group of people that makes decisions about the schools in a district

Underline the **author's purpose** for writing the speech.

Use the Reader's Guide and the highlighted sentences to understand the **author's purpose** for writing this speech.

“Ladies and gentlemen of the Cobb County **school board**, my name is Janna Park. I am a freshman at Taylor Heights High School. Today, I would like to ask you to provide healthier lunches at all the middle schools in the district. Eating healthy food will help middle school students lead healthy lives and have energy to exercise and learn.

“Currently, the menu of the middle school cafeterias consists mostly of junk food—pizza, hot dogs, and fried foods. Students like my younger brother Dylan enjoy these foods, but they suffer the many harmful effects of eating them.

“First, the fats in these foods build up in students’ bodies. Over time, these fatty build-ups will make students sick. Second, junk food doesn’t give students the vitamins and nutrients they need to grow properly.

Deficiencies of vitamins and nutrients may harm students, especially middle school students who are growing rapidly.

“Junk food is also bad for students because it makes them sluggish and inclined to laziness. In gym class, the teacher has to beg students to participate in physical activities because the junk food zaps students of energy. At the end of the day, these same lifeless students head home to do little more than watch TV—no biking or skating or other active pastime on their own.

“Healthy foods are better for middle school students, and I encourage you to provide them for Cobb County’s middle school students. With a healthy lunch program, students in the Cobb County middle schools will be healthier and more energetic. They may not give up junk food entirely, but at least one of their meals will be healthy.

“Lunch menus in Cobb County high schools include healthy foods, such as fresh fruits and low-fat **entrees**. These healthy lunches supply students with vitamins and nutrients. According to experts like Dr. Laura Fuller of Marietta Children’s Hospital, young people need the vitamins and nutrients found in healthy food. Nutrients give us energy and help our bodies build and repair cells. With healthy foods like these on the menu, middle school students will be healthy and happy.

What is the **author’s purpose** for including this paragraph?

Deficiencies conditions of not having something that is needed

entrees main dishes of a meal

What is the **author’s purpose** for including information from Dr. Fuller?

Healthy foods like fresh fruit are best for middle school students. ➔



Underline the information the author uses to **persuade** school-board members that healthy lunches are good for students.

“High school students like my friends and me who eat healthy lunches are more active. We enjoy exercising, playing sports, and other physical activities. It makes sense—people who are healthy and have energy can skate faster or play ball longer than people who don’t have energy. Exercise and other activities are much more fun for people who are healthy enough to do them!

Healthy high-school students also perform better in school. They are more alert during class and are better able to concentrate. Their success in school is due in part to the healthy food they eat.

benefits good results

“The **benefits** of eating healthy food will stay with Dylan, his friends, and other middle school students for the rest of their lives. As these students take their first steps toward adulthood, they should be guided to make responsible life decisions. Healthy school lunches will help students develop healthy habits. If begun at a young age, healthy habits can last a lifetime!

“Every student should have the best food and the best chance for health. Please make the change to healthy food for middle school students in our district. I know you’ll see good results.”

Read Fluently Reread the fluency section aloud with a partner. Think about the author’s purpose and use your voice to convey it.

Check Your Understanding

Circle the letter for the best answer to each question.

1. The **author's purpose** for writing the speech is to convince the school board to—
 - A get junk food out of the middle schools.
 - B offer healthy drinks in the middle schools.
 - C provide healthier lunches in the middle schools.
 - D require classes on healthy eating in the middle schools.
2. What information does the author use to **inform**?
 - A “Today, I would like to ask you to provide healthier lunches . . .”
 - B “Second, junk food doesn’t give students the vitamins and nutrients they need . . .”
 - C “Every student should have the best food and the best chance for health.”
 - D “I know you’ll see good results.”
3. How does the information about vitamins and nutrients help persuade readers?
 - A It explains why fried foods taste good.
 - B It explains why students need healthy lunches.
 - C It explains why Dr. Fuller works at the hospital.
 - D It explains why middle school students feel sluggish.

Deepen Your Understanding

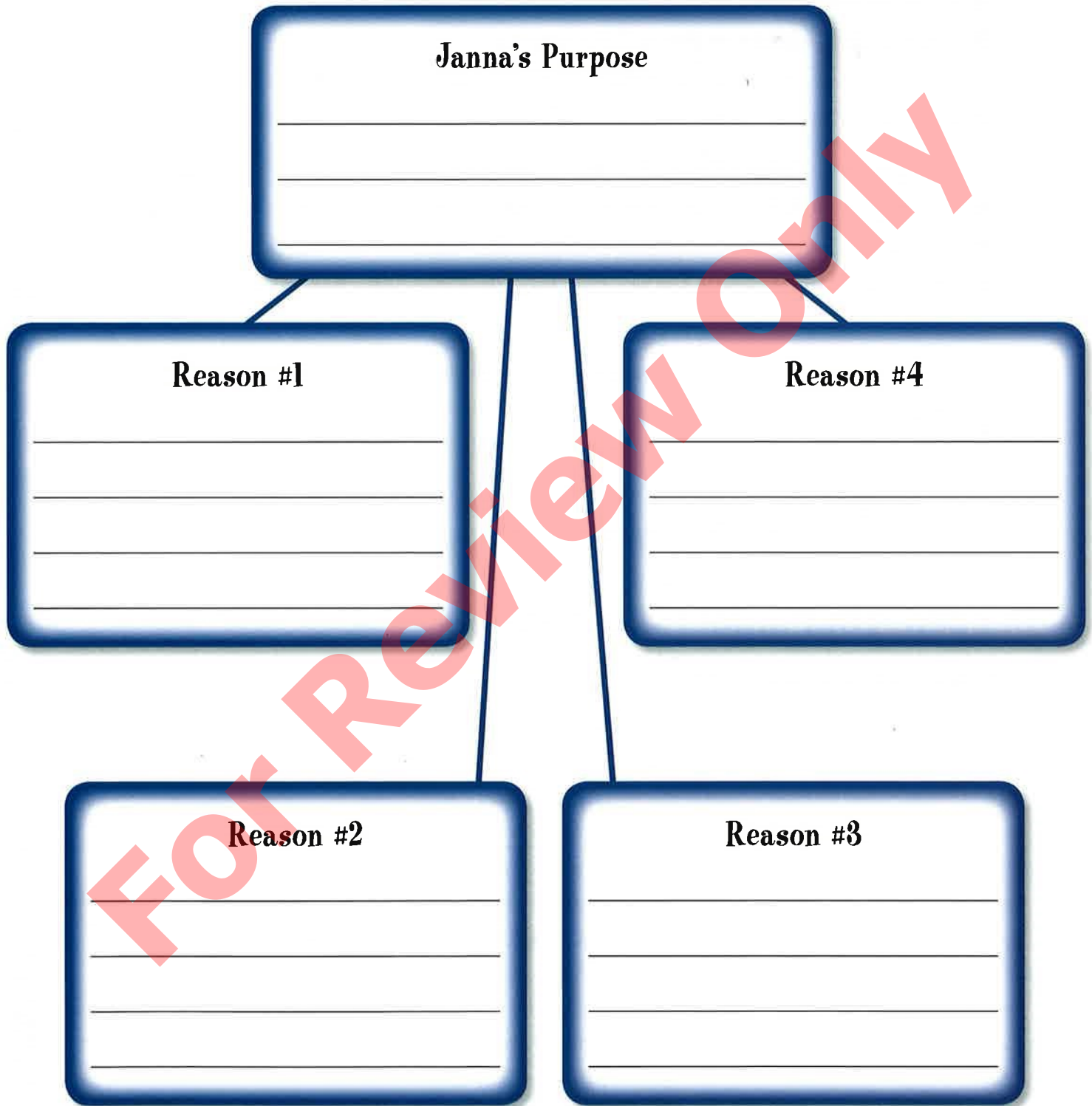
Write your answers on the lines.

4. When could you use a persuasive speech in your own life?

5. How might middle school students in Cobb County feel about getting healthy lunches?

Get Organized

Complete the web below with Janna's main **purpose** for writing the speech and reasons she gives to **persuade**.



From Reading to Writing

On separate paper, write a short speech about something in your school or community that you want to improve. Begin with a sentence telling your **purpose** for writing. Then give three reasons that **persuade** readers.

Plan Your Writing Complete the organizer below to get ready to write a speech.

My Purpose for Writing: _____

Reason 1: _____

Reason 2: _____

Reason 3: _____

For the Best Score

- I write about something I want to improve.
- I start with a sentence telling my **purpose** for writing.
- I give three reasons that **persuade** readers.