

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

Authors write for a reason: to inform, to persuade, or to entertain.

Before I pick the purpose, I look at what the author does: tells a story, gives facts, or shares an opinion.

The test wants me to match the purpose to the whole text, not just one part.

THIS WEEK'S FOCUS

Author's Purpose

from “The Recess Question”

The **author's purpose** is why the author wrote the text: to **inform**, to **persuade**, or to **entertain**. This week we ask: what kind of writing is this? STAAR asks: **What is the most likely reason the author wrote this story?** Traps this week: **Wrong purpose type** and **Too narrow**.

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

“I can notice clues to the author's purpose.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice clues to the purpose.

Read the sentence. Does the author want to **inform**, **persuade**, or **entertain**? Notice the words that tell you.

“Chairs scooted back. Sneakers hurried across the floor.”

I CAN | I can notice words that show why the author wrote a text.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the author's main purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the main purpose.

STAAR asks: What is the most likely reason the author wrote this story?

"Beth smiled. Recess was one of her favorite parts of the school day."

A To teach readers the rules of recess • **B** To convince readers to have longer recess • **C** To entertain readers with a story about school

I CAN | I can choose the purpose that fits the whole text and skip the traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show why an author includes a paragraph.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show why the author includes a paragraph.

STAAR asks: **The author includes paragraph 17 most likely to** do what? Show your thinking.

“Then Beth noticed someone sitting alone near the fence.”

I CAN | I can explain how one paragraph helps the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

“I can explain the author's message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

“Sometimes recess gives us time to get to know someone new”

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author wrote this To explain playground equipment.** Explain why it is a trap and name the trap.

"On the blacktop, basketballs went bounce, bounce, bounce."

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Find the purpose on your own.

Go back to the passage. Write the author's main purpose and message. Copy one sentence that proves the purpose.

Go back to the reading.
Write the author's purpose and message.
Copy one sentence that proves the purpose.

I CAN | I can explain an author's purpose and message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **Entertain.** The author uses action words and characters in a story. There are no facts or opinions to convince us.

CHOOSE **C.** To entertain readers with a story about school. A is Wrong purpose type, To teach readers the rules of recess. B is Wrong purpose type, To convince readers to have longer reces.

SHOW **To show that Beth cares about others and to move the story forward.** This paragraph introduces a problem Beth wants to solve.

OWN **Answers vary.** Example: Small acts of kindness can help someone feel welcome. Trap: Beth invited Lily to jump rope is a Detail, not the message.

DEFEND **Wrong purpose type.** The text tells a story, not a report about equipment. Basketballs are details in the story, not the subject of a factual article.

YOUR TURN **Answers vary.** Purpose: to share a story about recess and friendship. Message: small acts of kindness help people feel included.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Beth listened as her classmates spoke. Max still wanted longer recess. Ava agreed with him. No one shouted. No one laughed at another person's answer. They asked questions and listened.”

What is the most likely reason the author wrote this story?

- A** To teach readers how to play jump rope
- B** To convince readers to vote for longer recess
- C** To share a story about friendship and choices
- D** To describe the history of playground games



AUTHOR'S PURPOSE

The answer is C.

A To teach readers how to play jump rope

Too narrow. Jump rope is one detail, not the reason for the whole story.

B To convince readers to vote for longer recess

Wrong purpose type. The author tells a story. The characters discuss recess, but the author is not convincing.

C To share a story about friendship and choices **Correct.**

The author tells a story about Beth, her friends, and how the class makes a decision.

D To describe the history of playground games

Wrong purpose type. The text is a story with characters, not a history article.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

The purpose tells why the author wrote this text.

The message is a big life lesson for everyone.

A detail is a fact from the story. The message goes beyond the story to teach something true for all people.

If my answer only works for the characters in this story, it is probably a detail, not the message.

THIS WEEK'S FOCUS

Author's Purpose

from “The Recess Question”

The **purpose** is why the author wrote **this text**. The **message** is a **big life lesson** that is true beyond the passage, true for people anywhere. A fact from the passage is a detail, not the message. STAAR asks: **Which sentence best states a message in the story?** Trap this week: **Detail, not the message.**

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

“I can notice clues that point to the message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice clues to the message.

Read the sentence. This is a **detail** from the story. What bigger lesson could it point to?

“People in a community do not always agree”

I CAN | I can notice details that point to a big life lesson.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that best states the message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the message.

STAAR asks: Which sentence best states a message in the story?

"We looked at a problem. We gathered information. We considered different solutions. We listened to one another."

A Beth likes to jump rope at recess. • **B** Max wants recess to last all afternoon. • **C** People make better decisions by listening to others.

I CAN | I can choose a big life lesson and skip the detail traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how a part of the text supports the message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show how a part supports the message.

STAAR asks: The author includes paragraphs 59 through 66 most likely to do what? Show your thinking.

“a good decision should not be based only on what we want”

I CAN | I can explain how a section helps the author share the message.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **Which sentence best states a message in the story?** This sentence is a detail, not the message. Use it as a clue.

"At first, she had been certain that longer recess was the only good answer."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The message is that recess should be longer.** Explain why it is a trap and name the trap.

"Recess had started as something simple. Now it had become a question about choices, communities, and how people make decisions together."

I CAN | I can prove why a message answer is wrong using the text.



AUTHOR'S PURPOSE

Find the message on your own.

Go back to the passage. Write the author's purpose and message. Copy one sentence that proves the message.

Go back to the reading.
Write the author's purpose and message.
Copy one sentence that proves the message.

I CAN | I can explain an author's purpose and message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This detail points to a bigger message about listening and making decisions together. Communities work best when people consider different views.

CHOOSE A. People make better decisions when they listen and consider.... B is Detail, Beth likes to jump rope at recess. C is Detail, Max wants recess to last all afternoon.

SHOW To show that good decisions take time. Mrs. Green teaches the class to gather facts before voting, which supports the message about thoughtful decision making.

OWN Answers vary. Example: Listening to others can help us see a problem in a new way. Trap: Beth changed her mind about recess is a Detail, not the message.

DEFEND Detail, not the message. Longer recess is what the characters discuss, but the story's lesson is about how people listen, think, and make decisions together.

YOUR TURN Answers vary. Purpose: to share a story about community choices. Message: listening to different ideas helps groups make better decisions.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“She thought about running and jumping. She thought about Lily's smile. She thought about all the things they needed to learn during the school day. Then Beth made her choice.”

Which sentence best states a message in the story?

- A** Beth likes running outside during recess.
- B** Listening to different views helps groups make better choices.
- C** Mrs. Green wrote three columns on the board.
- D** Max thinks recess should last all afternoon.



AUTHOR'S PURPOSE

The answer is B.

- A Beth likes running outside during recess.**
Detail, not the message. This tells what Beth likes, not a life lesson for everyone.
- B Listening to different views helps groups make better choices. Correct.**
The story shows the class learning to listen, gather facts, and make a group decision.
- C Mrs. Green wrote three columns on the board.**
Detail, not the message. This is one character's opinion, not a lesson beyond the story.
- D Max thinks recess should last all afternoon.**
Detail, not the message. This describes an event in the story, not a life lesson.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

A story can entertain and teach at the same time.

When STAAR asks why the author includes a part, I need to explain the job that part does.

A Too narrow answer names only one small detail instead of the bigger reason.

THIS WEEK'S FOCUS

Author's Purpose

from “The Mystery of the Traveling Shell”

Some stories **teach a lesson** while also entertaining. The **purpose** may be to entertain, but the author also wants readers to learn something. STAAR asks: **Why does the author include the problem in paragraph 3?** Trap this week: **Too narrow**, where the answer covers only a small part.

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice clues to the author's purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice the author's clues.

Read the sentence. Does the author want to **inform**, **persuade**, or **entertain**? Notice the words that tell you.

"Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell."

I CAN | I can notice words that show why the author wrote a text.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the main reason the author includes a part."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the main purpose.

STAAR asks: Why does the author include the problem in paragraph 3?

"The label said the shell had been found at Poverty Point, far from the ocean."

A To describe the size of the seashell • **B** To set up a mystery about how the shell got so far inland • **C** To explain the rules of the museum

I CAN | I can choose the purpose that fits the whole text and skip the traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show why an author includes a paragraph."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show why the author includes a section.

STAAR asks: The author includes paragraph 9 most likely to do what? Show your thinking.

"Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away."

I CAN | I can explain how one paragraph helps the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

“I can explain the author's message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

“It was a clue from the past and a story waiting to speak.”

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author includes paragraph 3 to describe a museum label.** Explain why it is a trap and name the trap.

"Emsy pulled out her notebook."

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Find the purpose on your own.

Go back to the passage. Write the author's main purpose and message. Copy one sentence that proves the purpose.

Go back to the reading.
Write the author's purpose and message.
Copy one sentence that proves the purpose.

I CAN | I can explain an author's purpose and message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **Entertain with a mystery.** The author uses a character named Emsy and describes her discovery. The writing has a story feel.

CHOOSE **B.** To create a mystery that makes readers want to find out h.... A is Too narrow, To describe the size of the seashell. C is Wrong purpose type, To explain the rules of the museum.

SHOW **To show that Emsy uses evidence to build her claim.** One shell could be an accident, but many distant objects prove trade happened.

OWN **Answers vary.** Example: Asking questions and looking for evidence can help us understand the past. Trap: The shell came from the coast is a Detail, not the message.

DEFEND **Too narrow.** The label is one detail. The real reason is to set up the mystery by showing the shell was found far from the ocean.

YOUR TURN **Answers vary.** Purpose: to share a mystery about a traveling shell. Message: asking questions and following clues helps us understand the world.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Emsy smiled and wrote her final claim: The seashell probably reached Poverty Point through long-distance trade. Underneath, she listed her evidence: the shell came from the coast, Poverty Point was far inland, people traveled along major rivers, and other distant materials had been found there too.”

Why does the author include the problem in paragraph 3?

- A** To set up the mystery that drives Emsy to investigate
- B** To describe the color of the seashell
- C** To explain how museums organize their displays
- D** To convince readers to visit Poverty Point



AUTHOR'S PURPOSE

The answer is C.

- A To set up the mystery that drives Emsy to investigate**
Too narrow. The color is not mentioned as the reason for the paragraph.
- B To describe the color of the seashell**
Too narrow. Museum organization is not the paragraph's job in the story.
- C To explain how museums organize their displays **Correct.****
The problem in paragraph 3 creates the mystery that Emsy spends the rest of the story solving.
- D To convince readers to visit Poverty Point**
Wrong purpose type. The author is not trying To convince readers to travel.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

A detail can support the message, but the detail and the message are not the same thing.

When STAAR asks which detail supports the message, I first need to know the message.

A Misreads the lines trap changes what the text really says.

THIS WEEK'S FOCUS

Author's Purpose

from “The Mystery of the Traveling Shell”

A **detail** in the story can point to the **message**, but the detail itself is not the message. The message is a **big life lesson** true beyond the passage. STAAR asks: **Which detail best supports the author's message?** Trap this week: **Misreads the lines**, where the answer changes what the text actually says.

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

“I can notice details that point to the message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice clues to the message.

Read the sentence. What **big life lesson** could this detail point to?

“Emsy leaned over the glass display case until her nose almost touched it.”

I CAN | I can connect a detail to a big life lesson.



TODAY'S THINKING JOB

CHOOSE

"I can choose the detail that best supports the message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the supporting detail.

STAAR asks: Which detail best supports the author's message?

"She loved mysteries, especially those that required observation instead of guessing."

A Emsy uses clues and evidence instead of guessing • **B** Emsy carries a miniature notebook • **C** The museum has a glass display case

I CAN | I can match a detail to the life lesson it supports.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show why an author includes a section.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show why the author includes a section.

STAAR asks: **The author includes paragraphs 27 through 33 most likely to** do what? Show your thinking.

“Emsy returned to her notebook and organized her clues.”

I CAN | I can explain how a section helps the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"A strong conclusion needed more than imagination; it needed evidence that fit together logically."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Defend against the trap.

A student answered: **The message is that shells can roll hundreds of miles on their own.** Explain why it is a trap and name the trap.

“So it probably did not roll here by accident”

I CAN | I can prove why a message answer is wrong using the text.



AUTHOR'S PURPOSE

Find the message on your own.

Go back to the passage. Write the author's purpose and message. Copy one sentence that proves the message.

Go back to the reading.
Write the author's purpose and message.
Copy one sentence that proves the message.

I CAN | I can explain an author's purpose and message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE Emsy is very curious. This connects to a message about curiosity leading to discovery.

CHOOSE A. Emsy uses clues and evidence to solve a mystery instead o.... B is Too narrow, Emsy carries a miniature notebook. C is Too narrow, The museum has a glass display case.

SHOW To show Emsy organizing her evidence before making a claim. This teaches readers that strong conclusions need evidence that fits together.

OWN Answers vary. Example: Careful observation and evidence help us understand things we cannot see for ourselves. Trap: The shell came from the coast is a Detail, not the message.

DEFEND Misreads the lines. The text says the shell probably did NOT roll there by itself. This answer says the opposite of what the text states.

YOUR TURN Answers vary. Purpose: to share a mystery that teaches about evidence. Message: careful observation and evidence help us understand the past.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“She drew a box around her final claim. The seashell probably reached Poverty Point through long-distance trade. For a moment, Emsy pictured the shell beginning its journey near the coast. Perhaps one person exchanged it with another community.”

Which detail best supports the author's message?

A The museum label says Poverty Point.

B Emsy carries a miniature notebook.

C Emsy uses evidence and logic to build her conclusion.

D The shell looked ordinary at first.



AUTHOR'S PURPOSE

The answer is D.

- A The museum label says Poverty Point.**
Too narrow. The label is one fact, not support for the life lesson.
- B Emsy carries a miniature notebook.**
Too narrow. The notebook is a minor object, not the message.
- C Emsy uses evidence and logic to build her conclusion.**
Misreads the lines. The text says the shell looked ordinary, but that is not the supporting detail for the message.
- D The shell looked ordinary at first. Correct.**
This detail shows how evidence and careful thinking lead to understanding, which is the message.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

When a text gives facts and details to teach, the purpose is to inform.

STAAR may call an informational text a selection or an article.

A Wrong purpose type trap names persuade or entertain when the author is really informing.

THIS WEEK'S FOCUS

Author's Purpose

from “The Pilgrims Chose Plymouth”

An **informational text** gives facts and details to teach the reader. The purpose is to **inform**. STAAR asks: **What is the most likely reason the author wrote this selection?** Trap this week: **Wrong purpose type**.

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice clues to the author's purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice the author's clues.

Read the sentence. Does the author want to **inform**, **persuade**, or **entertain**? Notice the words that tell you.

"In 1620, a group of travelers called the Pilgrims sailed across the Atlantic Ocean looking for a place where many of them could live and practice their beliefs freely."

I CAN | I can notice words that show why the author wrote a text.



TODAY'S THINKING JOB

CHOOSE

"I can choose the author's main purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the main purpose.

STAAR asks: What is the most likely reason the author wrote this selection?

"Nearby were forests filled with tall trees that could be used to build homes and ships."

A To persuade readers to sail across the ocean • **B** To entertain with a funny travel story • **C** To explain why the Pilgrims chose Plymouth

I CAN | I can choose the purpose that fits the whole text and skip the traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show why an author includes a paragraph.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show why the author includes a paragraph.

STAAR asks: **The author includes paragraph 2 most likely to** do what? Show your thinking.

“Winter was coming, and the Pilgrims needed to begin building shelters quickly.”

I CAN | I can explain how one paragraph helps the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"The harbor made it possible for their ship to anchor safely."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author wrote this To convince readers to move to Plymouth.** Explain why it is a trap and name the trap.

"They started constructing small homes and gathering wood for fires."

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Find the purpose on your own.

Go back to the passage. Write the author's main purpose. Copy one sentence that proves the purpose.

Go back to the reading.
Write the author's purpose and message.
Copy one sentence that proves the purpose.

I CAN | I can explain an author's purpose and message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE Inform. The author gives facts about who the Pilgrims were and what they did. There is no story or opinion.

CHOOSE C. To explain why the Pilgrims chose Plymouth. A is Wrong purpose type, To persuade readers to sail across the o. B is Wrong purpose type, To entertain with a funny travel story.

SHOW To show that the Pilgrims had to act fast because winter was coming. This paragraph explains one more reason Plymouth mattered.

OWN Answers vary. Example: People look for places that meet their needs when they build a new community. Trap: The harbor was safe is a Detail, not the message.

DEFEND Wrong purpose type. The author gives facts about the past. There are no opinions or calls to action.

YOUR TURN Answers vary. Purpose: to explain why the Pilgrims chose Plymouth. Message: people look for places that meet their needs when starting a community.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Nearby were forests filled with tall trees that could be used to build homes and ships. There was also fresh water and land where crops could be planted. The harbor made it possible for their ship to anchor safely.”

What is the most likely reason the author wrote this selection?

A To share a story about the Pilgrims

B To explain why the Pilgrims chose Plymouth

C To describe how to build a wooden ship

D To convince readers to live near the ocean



AUTHOR'S PURPOSE

The answer is B.

- A To share a story about the Pilgrims**
Wrong purpose type. The text gives facts, not a story with characters and a plot.
- B To explain why the Pilgrims chose Plymouth Correct.**
The text explains the resources at Plymouth and why the Pilgrims settled there.
- C To describe how to build a wooden ship**
Too narrow. Ship building is one small detail, not the reason for the whole text.
- D To convince readers to live near the ocean**
Wrong purpose type. The author gives facts about the past, not opinions to convince.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

Every paragraph has a job that helps the author's purpose.

When STAAR asks why the author includes a paragraph, I explain what that paragraph does for the whole text.

A Too narrow answer picks one small detail and misses the bigger reason.

THIS WEEK'S FOCUS

Author's Purpose

from “The Pilgrims Chose Plymouth”

Each paragraph in an informational text has a **job**. STAAR asks: **Why does the author include paragraph 2?** The answer explains the paragraph's purpose within the whole article. Trap this week: **Too narrow**.

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice what job a paragraph does."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice the paragraph's job.

Read the sentence. What **job** does this paragraph do for the whole article?

"The Pilgrims traveled on a ship called the Mayflower."

I CAN | I can explain how a paragraph helps the author's purpose.



TODAY'S THINKING JOB

CHOOSE

"I can choose the reason the author includes a paragraph."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the reason for paragraph 2.

STAAR asks: Why does the author include paragraph 2?

"The ship was crowded with men, women, and children."

A To describe the color of the Mayflower • **B** To show how difficult the journey was for the Pilgrims • **C** To tell readers about a specific type of ship

I CAN | I can choose the real job and skip the narrow traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show why an author includes a paragraph."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show what a paragraph does.

STAAR asks: **The author includes paragraph 7 most likely to** do what? Show your thinking.

"The Pilgrims worked together each day."

I CAN | I can explain how one paragraph helps the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"Everyone had an important job."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author includes paragraph 2 to describe the names of the passengers.** Explain why it is a trap and name the trap.

"Food and water had to last for many weeks."

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Find the paragraph's job.

Go back to the passage. Pick any paragraph and write its job. Explain how it helps the purpose.

Go back to the reading.
Pick any paragraph.
Write its job and how it helps the purpose.

I CAN | I can explain the job of a paragraph and how it supports the author's purpose.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This paragraph gives details about the difficult journey. Its job is to show what the trip was like.

CHOOSE B. To show how difficult the journey was for the Pilgrims. A is Too narrow, To describe the color of the Mayflower. C is Too narrow, To tell readers about a specific type of.

SHOW To show that the Pilgrims cooperated to survive. This paragraph explains how teamwork helped the colony.

OWN Answers vary. Example: Working together helps people overcome difficult challenges. Trap: The Pilgrims chopped wood is a Detail, not the message.

DEFEND Too narrow. Passenger names are not in paragraph 2. The real job is to show how difficult the journey was.

YOUR TURN Answers vary. Paragraph 8: to show the Pilgrims learned from Native Americans.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“The Pilgrims traveled on a ship called the Mayflower. The ship was crowded with men, women, and children. Families slept in small spaces below the deck. Food and water had to last for many weeks.”

Why does the author include paragraph 2?

- A** To show how hard the journey was for the Pilgrims
- B** To describe the process of building wooden ships
- C** To convince readers to travel by ship
- D** To explain what rules passengers had to follow



AUTHOR'S PURPOSE

The answer is A.

A To show how hard the journey was for the Pilgrims **Correct.**
Paragraph 2 describes the crowded, uncomfortable conditions to show how hard the journey was.

B To describe the process of building wooden ships
Too narrow. Ship construction is not what paragraph 2 is about.

C To convince readers to travel by ship
Wrong purpose type. The author gives facts about the past, not opinions.

D To explain what rules passengers had to follow
Too narrow. Rules are not mentioned in paragraph 2.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

Even a history text can carry a big life lesson true for people everywhere.

An Overstated claim goes further than what the text actually says.

The message must be supported by the text, not exaggerated.

THIS WEEK'S FOCUS

Author's Purpose

from “Life Along the Nile River”

An informational text about history can still carry a **message**, a big life lesson true beyond the passage. STAAR asks: **Which sentence best states a message in the selection?** Trap this week: **Overstated claim.**

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice details that point to the message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice clues to the message.

Read the sentence. What **big life lesson** could this detail point to?

"Ancient Egypt was mostly covered by hot, dry desert."

I CAN | I can connect a detail to a big life lesson.



TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that best states the message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the message.

STAAR asks: **Which sentence best states a message in the selection?**

"The Nile provided water for drinking, cooking, and farming."

A People can use nearby resources to build communities. • **B** The Nile River is the longest river in the world. • **C** Everyone should live near a river.

I CAN | I can choose a message supported by the text and avoid overstated claims.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show why an author includes a section.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show why the author includes a section.

STAAR asks: **The author includes paragraphs 8 and 9 most likely to** do what? Show your thinking.

“Boats moved up and down the river carrying people and goods.”

I CAN | I can explain how a section helps the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

“I can explain the author's message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **Which sentence best states a message in the selection?** This sentence is a detail, not the message. Use it as a clue.

“Rich soil near the Nile helped crops grow better than crops in the dry desert.”

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The message is that the Nile River solved every problem in ancient Egypt.** Explain why it is a trap and name the trap.

"Without the river, living in the desert would have been much more difficult."

I CAN | I can prove why a message answer is wrong using the text.



AUTHOR'S PURPOSE

Find the message on your own.

Go back to the passage. Write the author's purpose and message. Copy one sentence that proves the message.

Go back to the reading.
Write the author's purpose and message.
Copy one sentence that proves the message.

I CAN | I can explain an author's purpose and message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This detail shows a challenge. It points to a message about how people adapt to their environment.

CHOOSE A. People can use the resources around them to build communi.... B is Detail, The Nile River is the longest river in t. C is Overstated claim, Everyone should live near a river.

SHOW To show that the Nile helped with transportation, not just farming. This adds another reason the river was important.

OWN Answers vary. Example: People can build strong communities by using the resources around them. Trap: The Nile had rich soil is a Detail, not the message.

DEFEND Overstated claim. The text says the Nile was important, but never says it solved every problem.

YOUR TURN Answers vary. Purpose: to explain life along the Nile. Message: people can build strong communities by using their resources.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Farmers depended on floodwaters, merchants depended on boats, and families depended on the river for water and food. Over time, large cities grew along the Nile River. Temples, homes, markets, and farms appeared throughout the region.”

Which sentence best states a message in the selection?

- A** People can build communities by using nearby resources.
- B** The Nile River is located in Africa.
- C** Everyone should become a farmer.
- D** Ancient Egyptians were the smartest people in history.



AUTHOR'S PURPOSE

The answer is D.

- A People can build communities by using nearby resources.**
Detail, not the message. This is a geography fact, not a life lesson.
- B The Nile River is located in Africa.**
Overstated claim. The text describes farming but never says everyone should farm.
- C Everyone should become a farmer.**
Overstated claim. The text never compares Egyptians to other civilizations.
- D Ancient Egyptians were the smartest people in history. Correct.**
The text shows how ancient Egyptians used Nile resources to build farms, trade, and cities.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

A short response means I write the purpose and prove it with evidence from the text.

A Plausible but unsupported answer sounds good but is not backed by the text.

I need to point to specific sentences as my evidence.

THIS WEEK'S FOCUS

Author's Purpose

from “Life Along the Nile River”

When STAAR asks for a **short response**, you explain the author's purpose and support it with evidence. The message must be a **big life lesson**. Trap this week: **Plausible but unsupported**.

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice evidence that supports the purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice evidence for the purpose.

Read the sentence. What **evidence** does it give for the author's purpose?

"Because water was difficult to find in the desert, most people settled near the Nile River."

I CAN | I can connect evidence to the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

“I can choose the correct purpose and support it with evidence.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Choose the message.

STAAR asks: **Short response: Explain the author's purpose. Use evidence.**

“The Nile was very important to ancient Egypt because it provided water in a dry environment.”

A The text tries to convince readers to visit Egypt. • **B** The text explains how the Nile supported life with facts. • **C** The text shares a story about a farmer.

I CAN | I can explain the purpose with evidence and avoid unsupported answers.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how evidence supports the purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show how evidence supports the purpose.

STAAR asks: The author includes paragraphs 11 and 12 most likely to do what?

"Boats traveled up and down the river carrying people and goods."

I CAN | I can explain how a section adds evidence for the purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. This sentence is a detail, not the message.

"The river provided natural resources, transportation, and fertile farmland."

I CAN | I can explain a big life lesson, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The message is that the Nile taught people how to read and write.** Explain why it is a trap and name the trap.

"Farmers depended on floodwaters. Fishermen depended on the river for food. Merchants depended on boats for transportation and trade."

I CAN | I can prove why a message answer is wrong using the text.



AUTHOR'S PURPOSE

Write a short response.

Write the author's purpose. Use evidence from the text. Then write the message.

Write the author's purpose.
Use evidence from the text.
Then write the message.

I CAN | I can explain the author's purpose with evidence and write the message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This sentence is evidence that the author is informing us about why people lived near the Nile.

CHOOSE B. The text explains how the Nile supported life, using fact.... A is Wrong purpose type, The text persuades readers to visit Egyp. C is Wrong purpose type, The text entertains with a story about a.

SHOW To add evidence about transportation and trade. These paragraphs show the Nile helped people move goods.

OWN Answers vary. Example: People can build lasting communities when they use natural resources wisely. Trap: The Nile had fish is a Detail, not the message.

DEFEND Plausible but unsupported message. Reading and writing are not discussed in the text. The answer sounds possible but the passage does not support it.

YOUR TURN Answers vary. Purpose: to explain how the Nile supported life. Evidence: farming, fishing, trade, transportation. Message: people can build lasting communities with natural resources.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Farmers depended on floodwaters. Fishermen depended on the river for food. Merchants depended on boats for transportation and trade.”

What is the author's main purpose for writing this selection?

- A** To share a story about a farmer
- B** To convince readers to move near a river
- C** To explain how the Nile supported life and communities
- D** To describe the weather in ancient Egypt



AUTHOR'S PURPOSE

The answer is C.

A To share a story about a farmer

Wrong purpose type. The text gives facts, not a story.

B To convince readers to move near a river

Wrong purpose type. The text gives historical facts, not opinions.

C To explain how the Nile supported life and communities **Correct.**

The text uses facts about farming, fishing, trade, and housing to explain how the Nile supported life.

D To describe the weather in ancient Egypt

Too narrow. Weather is one small topic, not the purpose.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

A biography gives facts about a real person's life.
The purpose is to inform.

Even though a biography tells a story about a person, the purpose is to inform, not entertain.

A Wrong purpose type trap names persuade or entertain when the author is really informing.

THIS WEEK'S FOCUS

Author's Purpose

from “Laura Ingalls Wilder”

A **biography** tells the story of a real person's life. The purpose is to **inform**. STAAR asks: **What is the most likely reason the author wrote this selection?** Trap this week: **Wrong purpose type**.

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE



TODAY'S THINKING JOB

NOTICE

“I can notice clues to the author's purpose.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice the author's clues.

Read the sentence. Does the author want to **inform**, **persuade**, or **entertain**? Notice the words that tell you.

“Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier.”

I CAN | I can notice words that show why the author wrote a text.



TODAY'S THINKING JOB

CHOOSE

"I can choose the author's main purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the main purpose.

STAAR asks: What is the most likely reason the author wrote this selection?

"She was born in 1867 in Wisconsin."

A To persuade readers to move to the prairie • **B** To entertain readers with a funny family story • **C** To inform readers about the life of Laura Ingalls Wilder

I CAN | I can choose the purpose that fits the whole text.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show why an author includes a paragraph.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show why the author includes a paragraph.

STAAR asks: The author includes paragraph 2 most likely to do what?

“She wanted people to understand what life was like for families living long ago.”

I CAN | I can explain how one paragraph helps the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. This sentence is a detail, not the message.

"Her books continue to inspire readers and show how storytelling can keep history alive."

I CAN | I can explain a big life lesson, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author wrote this to share a story with readers with a prairie adventure.** Explain why it is a trap and name the trap.

"Many readers enjoyed learning about Laura, her sisters, and her parents."

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Find the purpose on your own.

Go back to the passage. Write the purpose and message. Copy one sentence that proves the purpose.

Go back to the reading.
Write the author's purpose and message.
Copy one sentence that proves the purpose.

I CAN | I can explain an author's purpose and message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE Inform. The author gives facts about Laura Ingalls Wilder. This is a biography.

CHOOSE C. To inform readers about the life of Laura Ingalls Wilder. A is Wrong purpose type, To persuade readers to move to the prair. B is Wrong purpose type, To entertain readers with a funny family.

SHOW To explain why Laura began writing. This paragraph shows her motivation.

OWN Answers vary. Example: Sharing personal stories can help people understand the past. Trap: Laura wrote the Little House books is a Detail, not the message.

DEFEND Wrong purpose type. The text gives facts about Laura's life, not a made-up adventure.

YOUR TURN Answers vary. Purpose: to explain Laura Ingalls Wilder. Message: sharing personal stories helps people understand the past.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories.”

What is the most likely reason the author wrote this selection?

- A** To explain Laura Ingalls Wilder and how her writing preserved history
- B** To share a story about the prairie
- C** To convince readers to buy the Little House books
- D** To describe what Wisconsin looks like today



AUTHOR'S PURPOSE

The answer is A.

A To explain Laura Ingalls Wilder and how her writing preserved history **Correct.**
The text uses facts about Laura's life and books to explain how storytelling preserves history.

B To share a story about the prairie
Wrong purpose type. The author gives facts about Laura, not a made-up story.

C To convince readers to buy the Little House books
Wrong purpose type. The author never asks readers to buy anything.

D To describe what Wisconsin looks like today
Too narrow. Wisconsin is one detail, not the purpose.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

A detail's job is how it helps the author's purpose.

When STAAR asks why the author includes a detail,
I explain what it does for the whole text.

A Too narrow answer names something too small to
be the real reason.

THIS WEEK'S FOCUS

Author's Purpose

from “Laura Ingalls Wilder”

STAAR sometimes asks why the author includes a
specific detail. The answer explains the detail's job.
Trap this week: **Too narrow**.

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice the job of a detail."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice the detail's job.

Read the sentence. What **job** does this detail do for the whole article?

"When Laura was growing up, there were not many towns on the prairie."

I CAN | I can explain how a detail helps the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the reason for a detail."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the reason for the detail.

STAAR asks: **Why** does the author include the detail in paragraph 4?

"She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work."

A To explain why Laura began writing and what topics she chose • **B** To describe one type of school building • **C** To list the titles of Laura's books

I CAN | I can choose the real job and skip narrow traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show why an author includes a paragraph.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show why the author includes a section.

STAAR asks: **The author includes paragraph 5 most likely to** do what?

“Laura believed that everyday life could tell an important story.”

I CAN | I can explain how one paragraph helps the purpose.



TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. This sentence is a detail, not the message.

"Even many years after they were written, her stories help people understand what life was like on the American frontier."

I CAN | I can explain a big life lesson, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author includes paragraph 4 to describe one specific school Laura attended.** Explain why it is a trap and name the trap.

"Her stories described building homes, growing food, going to school, and helping neighbors."

I CAN | I can prove why a purpose answer is wrong.



AUTHOR'S PURPOSE

Find the detail's job.

Go back to the passage. Pick one detail and write its job.

Go back to the reading.

Pick one detail.

Write its job and how it helps the purpose.

I CAN | I can explain the job of a detail and how it supports the purpose.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This detail sets the scene by showing how isolated prairie life was.

CHOOSE **A.** To explain why Laura began writing and what topics she chose. B is Too narrow, To describe one type of school building. C is Too narrow, To list the titles of Laura's books.

SHOW To show that Laura valued ordinary moments. This helps readers understand why her books focused on everyday life.

OWN **Answers vary.** Example: Stories about everyday life can preserve history. Trap: Laura wrote the Little House books is a Detail, not the message.

DEFEND **Too narrow.** Paragraph 4 explains why Laura wrote and the many topics she covered. One school is a minor detail.

YOUR TURN **Answers vary.** Detail: Laura's family moved many times. Job: to show how her experiences gave her many stories.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“The Ingalls family moved several times during Laura's childhood. They lived in Wisconsin, Kansas, Minnesota, Iowa, and South Dakota. Each place was different, and Laura experienced many new things.”

Why does the author include the detail in paragraph 4?

- A** To describe what the weather was like in Kansas
- B** To show why Laura had many experiences to write about
- C** To explain how families traveled by covered wagon
- D** To list the places Laura liked the most



AUTHOR'S PURPOSE

The answer is B.

- A To describe what the weather was like in Kansas**
Too narrow. Kansas weather is one minor detail.
- B To show why Laura had many experiences to write about Correct.**
The paragraph shows how moving gave Laura diverse experiences that inspired her writing.
- C To explain how families traveled by covered wagon**
Too narrow. Wagon travel is one fact, not the paragraph's job.
- D To list the places Laura liked the most**
Too narrow. The text does not say these were her favorites.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

When an author quotes a person, it helps the reader hear that person's voice.

Including someone's own words makes the text feel real and personal.

A Too narrow audience trap says the text is only for one small group.

THIS WEEK'S FOCUS

Author's Purpose

from “Carmen Lomas Garza”

Authors sometimes include a person's **own words** to help the reader understand their point of view. STAAR asks: **Why does the author include the person's own words?** Trap this week: **Too narrow audience.**

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice why an author includes personal details."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice why the author uses personal details.

Read the sentence. Why would the author include this **personal detail**?

"Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families."

I CAN | I can explain how personal details help the purpose.



TODAY'S THINKING JOB

CHOOSE

"I can choose the reason for including personal words."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the reason for including personal words.

STAAR asks: **Why** does the author include the person's own words?

"She believed it was important for children to see stories that reflected their own experiences and cultures."

A To describe the price of her paintings • **B** To explain how to mix paint colors • **C** To show what Carmen believed and why she painted

I CAN | I can explain why the author shares someone's beliefs.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show why an author includes a section."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show why the author includes a section.

STAAR asks: **The author includes paragraph 9 most likely to do what?**

"Many of her books are written in both English and Spanish so that more readers can enjoy them."

I CAN | I can explain how a section helps the purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. This sentence is a detail, not the message.

"Her paintings show that even the simplest moments can have meaning."

I CAN | I can explain a big life lesson, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author wrote this only for people who are Mexican-American.** Explain why it is a trap and name the trap.

"Art can help people understand one another and build connections across communities."

I CAN | I can prove why a purpose answer is wrong.



AUTHOR'S PURPOSE

Find the purpose on your own.

Go back to the passage. Write the purpose and message. Copy one sentence that proves the purpose.

Go back to the reading.
Write the author's purpose and message.
Copy one sentence that proves the purpose.

I CAN | I can explain an author's purpose and message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This detail introduces Carmen and her focus. It helps the reader understand what makes her art special.

CHOOSE C. To show what Carmen believed about everyday life and why A is Too narrow audience, To describe the price of her paintings. B is Too narrow, To explain how to mix paint colors.

SHOW To show that Carmen shared her stories in multiple languages to reach more people.

OWN Answers vary. Example: Everyday moments are an important part of culture that deserve to be remembered. Trap: Carmen painted tamale making is a Detail, not the message.

DEFEND Too narrow audience. The text says Carmen's art helps people from all backgrounds learn about culture.

YOUR TURN Answers vary. Purpose: to explain Carmen Lomas Garza and how her art preserves culture. Message: everyday moments are an important part of culture.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Her paintings show that even the simplest moments can have meaning. By sharing her memories and experiences, she has helped preserve an important part of American history and culture.”

Why does the author include the person's own words?

- A** To show what Carmen believed and why her art preserves culture
- B** To describe how to frame a painting
- C** To explain how museums choose which art to display
- D** To convince readers to become painters



AUTHOR'S PURPOSE

The answer is A.

A To show what Carmen believed and why her art preserves culture **Correct.**
The author includes Carmen's beliefs to help readers understand why she painted everyday moments.

B To describe how to frame a painting
Too narrow. Framing is not discussed.

C To explain how museums choose which art to display
Too narrow. Museum selection is one minor topic.

D To convince readers to become painters
Wrong purpose type. The author explains, not trying to convince.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

A biography's message is a life lesson we can learn from the person's story.

The message goes beyond the person to something true for everyone.

A Detail, not the message trap offers a fact about the person instead of the lesson.

THIS WEEK'S FOCUS

Author's Purpose

from “Carmen Lomas Garza”

A biography can carry a **life lesson** about the person's story. The message goes beyond the specific person. STAAR asks: **Which sentence best states a message in the selection?** Trap this week: **Detail, not the message.**

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

“I can notice details that point to the message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice clues to the message.

Read the sentence. What **big life lesson** could this detail point to?

“Many of those memories later became the inspiration for her artwork.”

I CAN | I can connect a detail to a big life lesson.



TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that best states the message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the message.

STAAR asks: **Which sentence best states a message in the selection?**

"Through her paintings and books, she has helped preserve important cultural stories and share them with new generations."

A Carmen was born in 1948 in Kingsville, Texas. • **B** Everyday traditions deserve to be preserved and shared. • **C** Carmen illustrated bilingual books.

I CAN | I can choose a big life lesson and skip the detail traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how a part supports the message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show how a part supports the message.

STAAR asks: The author includes paragraph 16 most likely to do what?

"Garza's work encourages people to think about their own experiences and memories."

I CAN | I can explain how a section helps share the message.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

“I can explain the author's message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. This sentence is a detail, not the message.

“Her paintings remind viewers that the actions of ordinary people help shape the story of a community.”

I CAN | I can explain a big life lesson, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The message is that Carmen was born in Kingsville, Texas.** Explain why it is a trap and name the trap.

"history is not only found in textbooks or museums. History can also be found in family traditions, community celebrations, and everyday experiences."

I CAN

I can prove why a message answer is wrong.



AUTHOR'S PURPOSE

Find the message on your own.

Go back to the passage. Write the purpose and message. Copy one sentence that proves the message.

Go back to the reading.
Write the author's purpose and message.
Copy one sentence that proves the message.

I CAN | I can explain an author's purpose and message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE Carmen used memories as inspiration. This points to a message that everyday experiences have value.

CHOOSE B. Everyday experiences and traditions are important parts o.... A is Detail, Carmen was born in 1948 in Kingsville, T. C is Detail, Carmen illustrated bilingual books.

SHOW To show that Carmen's art inspired others to preserve their own traditions. This supports the message that traditions matter.

OWN Answers vary. Example: Preserving everyday traditions helps future generations understand their culture. Trap: Carmen painted family gatherings is a Detail, not the message.

DEFEND Detail, not the message. Being born in Kingsville is a fact about Carmen, not a life lesson for everyone.

YOUR TURN Answers vary. Purpose: to explain Carmen Lomas Garza. Message: preserving everyday traditions helps communities remember their culture.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Through her paintings and books, she has helped preserve important cultural stories and share them with new generations. Her work teaches people about Mexican-American life while also highlighting the importance of family, community, and tradition.”

Which sentence best states a message in the selection?

A Carmen was born in 1948.

B Everyday traditions are important and deserve to be shared.

C Museums display artwork on walls.

D Carmen's books are bilingual.



AUTHOR'S PURPOSE

The answer is C.

- A Carmen was born in 1948.**
Detail, not the message. This is a fact about Carmen.
- B Everyday traditions are important and deserve to be shared.**
Detail, not the message. This is a general fact about museums.
- C Museums display artwork on walls. Correct.**
The text shows how Carmen preserved everyday traditions, teaching that culture lives in ordinary moments.
- D Carmen's books are bilingual.**
Detail, not the message. This is a fact about Carmen's books.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

Poets write for a reason, just like other authors.

A poem can explain with facts, convince, or share a story.

I look at the whole poem, not just one line, to find the purpose.

THIS WEEK'S FOCUS

Author's Purpose

from “Why We Need Laws”

A **poet** has a purpose too. Poems can explain with facts, convince, or share a story. STAAR asks: **What is the most likely reason the poet wrote this poem?** Trap this week: **Wrong purpose type.**

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice clues to the poet's purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice the poet's clues.

Read the lines. Does the poet want to **explain with facts**, **convince**, or **share a story**?

"Long ago people argued over land and things, Voices grew loud like clashing, noisy rings."

I CAN | I can notice words that show why the poet wrote.



TODAY'S THINKING JOB

CHOOSE

"I can choose the poet's main purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the poet's purpose.

STAAR asks: What is the most likely reason the poet wrote this poem?

"With laws to guide what people say and do, Communities could grow more safe and true."

A To share a funny story about a town • **B** To describe what a law office looks like • **C** To explain why communities need rules and laws

I CAN | I can choose the purpose that fits the whole poem.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show why a poet includes a section.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show why the poet includes a section.

STAAR asks: The poet includes lines 1 through 4 most likely to do what?

“Without clear rules to guide what should be done, Many small problems quickly grew to one.”

I CAN | I can explain how a section of a poem helps the purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the poet's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this poem**. The message is a **big life lesson** beyond it. This line is a detail, not the message.

"So people gathered, searching for a way, To write fair rules that everyone would obey."

I CAN | I can explain a big life lesson, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The poet wrote this to share a rhyming game.** Explain why it is a trap and name the trap.

"And fairness often seemed to tumble down."

I CAN | I can prove why a purpose answer is wrong.



AUTHOR'S PURPOSE

Find the poet's purpose.

Go back to the poem. Write the purpose and message. Copy one line that proves it.

Go back to the poem.
Write the poet's purpose and message.
Copy one line that proves it.

I CAN | I can explain a poet's purpose and message and prove it with a line.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **Explain with facts.** The poet gives facts about why rules were needed and suggests that laws help communities.

CHOOSE **C.** To explain why communities need rules and laws. A is Wrong purpose type, to share a funny story about a town. B is Wrong purpose type, To describe what a law office looks like.

SHOW **To show what happened before rules existed.** This section describes the problems that made laws necessary.

OWN **Answers vary.** Example: Communities are stronger when people agree on fair rules. Trap: People wrote rules long ago is a Detail, not the message.

DEFEND **Wrong purpose type.** The poem rhymes, but the purpose is to teach about why laws matter. Rhyming is a style, not the purpose.

YOUR TURN **Answers vary.** Purpose: to explain why communities need laws. Message: fair rules help communities grow stronger.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“So people gathered, searching for a way, To write fair rules that everyone would obey. With laws to guide what people say and do, Communities could grow more safe and true.”

What is the most likely reason the poet wrote this poem?

- A** To share a story with readers with a funny rhyming story
- B** To convince readers to become lawyers
- C** To describe the buildings in an old town
- D** To explain why communities need rules and laws



AUTHOR'S PURPOSE

The answer is D.

- A To share a story with readers with a funny rhyming story**
Wrong purpose type. The poem teaches a lesson. Rhyming is the style.
- B To convince readers to become lawyers**
Wrong purpose type. The poet never asks readers to become lawyers.
- C To describe the buildings in an old town**
Too narrow. Buildings are not the topic.
- D To explain why communities need rules and laws **Correct.****
The poem shows what happened without rules and how laws helped communities.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

A poem can carry a message that is a big life lesson for everyone.

The message must be supported by the poem's actual words.

A Plausible but unsupported answer sounds good but the poem does not prove it.

THIS WEEK'S FOCUS

Author's Purpose

from “Why We Need Laws”

A poem's **message** is a life lesson the poet wants all readers to understand. STAAR asks: **What message does the poet want readers to understand?** Trap this week: **Plausible but unsupported.**

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice lines that point to the message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice clues to the message.

Read the lines. What **big life lesson** could these lines point to?

"The rules helped neighbors settle what was fair, And gave each person rights that all could share."

I CAN | I can connect lines to a big life lesson.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the message.

STAAR asks: What message does the poet want readers to understand?

"People learned how to work and live as one, And solve their problems before fights had begun."

- A** Fair rules help people work together, solve problems, and build trust. • **B** Rules always make everyone happy. • **C** Communities should never have disagreements.

I CAN | I can choose a message supported by the poem.



TODAY'S THINKING JOB

SHOW

"I can show how lines support the message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show how lines support the message.

STAAR asks: The poet includes lines 13 through 16 most likely to do what?

"When questions rose about what should be done, The laws could help instead of anyone."

I CAN | I can explain how a section helps share the message.



TODAY'S THINKING JOB

OWN

"I can explain the poet's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this poem**. The message is a **big life lesson**. This line is a detail, not the message.

"The town became a place where trust could grow, Because the laws helped everyone to know."

I CAN | I can explain a big life lesson, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The message is that rules make life perfect.** Explain why it is a trap and name the trap.

"Though rules could not remove each single fear, They helped bring order year after year."

I CAN | I can prove why a message answer is wrong.



AUTHOR'S PURPOSE

Find the message on your own.

Go back to the poem. Write the message. Copy one line that proves it.

Go back to the poem.
Write the poet's message.
Copy one line that proves it.

I CAN | I can explain a poet's message and prove it with a line.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE These lines point to a message about fairness: rules help people share rights and settle disagreements.

CHOOSE **A.** Fair rules help people work together, solve problems, and.... B is Plausible but unsupported, Rules always make everyone happy. C is Plausible but unsupported, Communities should never have disagreeeme.

SHOW To show that laws gave people a fair way to solve problems. This supports the message about fairness.

OWN **Answers vary.** Example: Fair rules help build trust and make communities stronger. Trap: The town grew is a Detail, not the message.

DEFEND **Plausible but unsupported message.** The poem says rules helped, but also says they could not remove each single fear. The poem never claims life became perfect.

YOUR TURN **Answers vary.** Message: fair rules help people work together and build trust.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“People learned how to work and live as one, And solve their problems before fights had begun. The town became a place where trust could grow, Because the laws helped everyone to know. What actions were expected every day, And how to treat each person in a fair way. Though rules could not remove each single fear, They helped bring order year after year.”

What message does the poet want readers to understand?

- A** Rules make everyone feel happy all the time.
- B** Laws are only needed in large cities.
- C** People should never disagree with one another.
- D** Fair rules help communities cooperate and solve problems.



AUTHOR'S PURPOSE

The answer is A.

A Rules make everyone feel happy all the time. Correct.

The poem shows how rules helped people cooperate, build trust, and settle problems fairly.

B Laws are only needed in large cities.

Plausible but unsupported message. The poem never says everyone feels happy all the time.

C People should never disagree with one another.

Plausible but unsupported message. The poem never limits laws to large cities.

D Fair rules help communities cooperate and solve problems.

Plausible but unsupported message. The poem says rules help solve disagreements, not that people should never disagree.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

A playwright is the author of a play.

Plays use dialogue and stage directions instead of paragraphs.

A scene's job is what it does for the whole play.

THIS WEEK'S FOCUS

Author's Purpose

from “The Lunchroom Discoveries”

A **playwright** has a purpose too. Plays use dialogue and stage directions. STAAR asks: **Why does the playwright include the scene in line 15?** Trap this week: **Too narrow.**

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice clues to the playwright's purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice the playwright's clues.

Read the line. What does this tell you about the playwright's **purpose**?

"The two students realize that a scientific breakthrough from long ago still helps protect people every day."

I CAN | I can notice words that show why the playwright wrote.



TODAY'S THINKING JOB

CHOOSE

"I can choose the reason for a scene."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the reason for the scene.

STAAR asks: **Why** does the playwright include the scene in line 15?

"So the milk we're drinking is safer because of his discovery."

A To describe what the cafeteria menu offers • **B** To explain how to clean a lunch table • **C** To show how a past breakthrough still protects people

I CAN | I can choose the real job and skip narrow traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show why a playwright includes a section.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show why the playwright includes a section.

STAAR asks: The playwright includes lines 40 through 49 most likely to do what?

“It shows how one person's work can help lots of other people.”

I CAN | I can explain how a section helps the purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

“I can explain the playwright's message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Own the message.

Purpose is about **this play**. The message is a **big life lesson**. This line is a detail, not the message.

“One discovery ended up helping millions of people.”

I CAN | I can explain a big life lesson, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The playwright includes line 15 to describe what kind of milk the school serves.** Explain why it is a trap and name the trap.

"Pasteur figured out that heating liquids could kill harmful germs."

I CAN | I can prove why a purpose answer is wrong.



AUTHOR'S PURPOSE

Find the playwright's purpose.

Go back to the play. Write the purpose and message. Copy one line that proves it.

Go back to the play.
Write the playwright's purpose and message.
Copy one line that proves it.

I CAN | I can explain a playwright's purpose and message and prove it with a line.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The playwright wants to explain by showing students discovering how science helps people.

CHOOSE C. To show students discovering that a past scientific break.... A is Too narrow, To describe what the cafeteria menu offer. B is Too narrow, To explain how to clean a lunch table.

SHOW To show the students connecting Pasteur's discovery to other improvements. This broadens the idea.

OWN Answers vary. Example: One person's curiosity can lead to discoveries that help people for many years. Trap: Pasteur heated liquids is a Detail, not the message.

DEFEND Too narrow. The type of milk is a minor detail. Line 15's real job is to show how Pasteur's discovery still protects people.

YOUR TURN Answers vary. Purpose: to explain how Pasteur's discovery still helps people. Message: one person's curiosity can lead to discoveries that help many people for years.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“ALEX: Think about this carton of milk. Most people probably never stop to think about why it is safe to drink. JORDAN: They just expect it to be safe. ALEX: Exactly. But people like Louis Pasteur helped make that possible. NINA: It shows how one person's work can help lots of other people.”

Why does the playwright include the scene in line 15?

- A** To describe what the students ate for lunch
- B** To show how a past breakthrough still protects people today
- C** To explain how cafeterias are organized
- D** To convince readers to drink more milk



AUTHOR'S PURPOSE

The answer is B.

- A To describe what the students ate for lunch**
Too narrow. What students ate is a minor detail.
- B To show how a past breakthrough still protects people today **Correct.****
Line 15 shows the students realizing that a past discovery still keeps their milk safe.
- C To explain how cafeterias are organized**
Too narrow. Cafeteria organization is not the topic.
- D To convince readers to drink more milk**
Wrong purpose type. The playwright explains, not trying to convince.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

A play can carry a message, a big life lesson for everyone.

An Overstated claim says more than the play actually shows.

The message must match what the play says.

THIS WEEK'S FOCUS

Author's Purpose

from “The Lunchroom Discoveries”

A play's **message** is a life lesson the playwright wants the audience to learn. STAAR asks: **What is the main message of the play?** Trap this week: **Overstated claim.**

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice lines that point to the message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice clues to the message.

Read the line. What **big life lesson** could this line point to?

"discoveries from the past still affect us today."

I CAN | I can connect lines to a big life lesson.



TODAY'S THINKING JOB

CHOOSE

"I can choose the main message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the message.

STAAR asks: **What is the main message of the play?**

"Many discoveries begin with curiosity."

A Scientists always succeed on their first try. • **B** Curiosity and questions can lead to lasting discoveries. • **C** Students should only study science during lunch.

I CAN | I can choose a message supported by the play.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how a section supports the message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show how a section supports the message.

STAAR asks: The playwright includes Scene 4 most likely to do what?

“Curious people ask questions and search for answers.”

I CAN | I can explain how a scene helps share the message.



TODAY'S THINKING JOB

OWN

“I can explain the playwright's message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Own the message.

Purpose is about **this play**. The message is a **big life lesson**. This line is a detail, not the message.

“His research helped people understand that germs can make people sick.”

I CAN | I can explain a big life lesson, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The message is that all scientists are famous.** Explain why it is a trap and name the trap.

"Curious people ask questions and search for answers."

I CAN | I can prove why a message answer is wrong.



AUTHOR'S PURPOSE

Find the message on your own.

Go back to the play. Write the main message. Copy one line that proves it.

Go back to the play.
Write the main message.
Copy one line that proves it.

I CAN | I can explain the main message of a play and prove it with a line.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This line points to a message about how discoveries can improve lives for many years.

CHOOSE B. Curiosity and asking questions can lead to discoveries th.... A is Overstated claim, Scientists always succeed on their first. C is Overstated claim, Students should only study science durin.

SHOW To show that the students connect past discoveries to the future. This broadens the message.

OWN Answers vary. Example: Asking questions and searching for answers can lead to discoveries that help many people. Trap: Pasteur studied germs is a Detail, not the message.

DEFEND Overstated claim. The play shows Pasteur's discovery helped people, but never says all scientists are famous.

YOUR TURN Answers vary. Message: curiosity and hard work can lead to discoveries that help many people for years.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“MR. REYES: That could happen. Many discoveries begin with curiosity. NINA: Curiosity means wanting to learn more, right? MR. REYES: Exactly. Curious people ask questions and search for answers. ALEX: That's what Louis Pasteur did.”

What is the main message of the play?

- A** Curiosity and questions can lead to lasting discoveries.
- B** All food should be heated before eating.
- C** Students should only learn about science at lunch.
- D** Pasteur was the greatest scientist who ever lived.



AUTHOR'S PURPOSE

The answer is A.

- A** **Curiosity and questions can lead to lasting discoveries. Correct.**
The play shows how Pasteur's curiosity led to a discovery that still helps people.
- B** **All food should be heated before eating.**
Overstated claim. The play discusses pasteurization but never says all food must be heated.
- C** **Students should only learn about science at lunch.**
Overstated claim. The play uses lunchtime as a setting, not a rule about science.
- D** **Pasteur was the greatest scientist who ever lived.**
Overstated claim. The play discusses Pasteur but never compares him to all other scientists.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

When a text gives facts about a person and discoveries, the purpose is to explain.

Facts, dates, and real events point to an factual purpose.

A Wrong purpose type trap names convince or share a story when the author is explaining.

THIS WEEK'S FOCUS

Author's Purpose

from “Benjamin Franklin and Electricity”

An factual text about a real person can explain with facts readers about **how science solves real problems**. STAAR asks: **What is the most likely reason the author wrote this selection?** Trap this week: **Wrong purpose type**.

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

“I can notice clues to the author's purpose.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice the author's clues.

Read the sentence. Does the author want to **explain with facts**, **convince**, or **share a story**?

“Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways.”

I CAN | I can notice words that show why the author wrote.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the main purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the main purpose.

STAAR asks: What is the most likely reason the author wrote this selection?

"He was born in 1706 in Boston and grew up curious about how things worked."

A To share a funny story about a kite • **B** To convince readers to become inventors • **C** To explain how Franklin's inventions helped communities

I CAN | I can choose the purpose that fits the whole text.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show why an author includes a paragraph.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show why the author includes a paragraph.

STAAR asks: The author includes paragraph 3 most likely to do what?

“Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground.”

I CAN | I can explain how one paragraph helps the purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson**. This sentence is a detail, not the message.

"This invention helped protect homes, barns, and churches from fires caused by lightning."

I CAN | I can explain a big life lesson, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author wrote this to share a story with readers with a scary lightning story.** Explain why it is a trap and name the trap.

"When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building."

I CAN | I can prove why a purpose answer is wrong.



AUTHOR'S PURPOSE

Find the purpose on your own.

Go back to the passage. Write the purpose and message. Copy one sentence that proves the purpose.

Go back to the reading.
Write the author's purpose and message.
Copy one sentence that proves the purpose.

I CAN | I can explain an author's purpose and message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **Explain with facts.** The author gives facts about Benjamin Franklin.

CHOOSE **C.** To explain Benjamin Franklin and how his inventions he.... A is Wrong purpose type, to share a funny story about a kite. B is Wrong purpose type, To convince readers to become inventors.

SHOW **To explain how Franklin studied the problem and developed a solution.**

OWN **Answers vary.** Example: Curiosity and problem solving can lead to inventions that help communities. Trap: Franklin invented the lightning rod is a Detail, not the message.

DEFEND **Wrong purpose type.** The text gives facts about Franklin and his invention. It is not a scary story.

YOUR TURN **Answers vary.** Purpose: to explain Benjamin Franklin and the lightning rod. Message: curiosity and problem solving can help communities.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life.”

What is the most likely reason the author wrote this selection?

A To share a story about a storm

B To convince readers to study electricity

C To describe the weather in Boston

D To explain how Franklin's inventions helped communities



AUTHOR'S PURPOSE

The answer is D.

A To share a story about a storm

Wrong purpose type. The text gives facts, not a story.

B To convince readers to study electricity

Wrong purpose type. The author never asks readers to study electricity.

C To describe the weather in Boston

Too narrow. Boston weather is one minor detail.

D To explain how Franklin's inventions helped communities **Correct.**

The text explains how Franklin studied electricity, invented the lightning rod, and helped communities.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

A detail has a job that helps the author's purpose.

When STAAR asks why the author includes a detail, I explain what it does for the whole article.

A Too narrow answer focuses on a small piece instead of the bigger reason.

THIS WEEK'S FOCUS

Author's Purpose

from “Benjamin Franklin and Electricity”

STAAR asks why the author includes a **specific detail** in a paragraph. The answer explains the detail's job. Trap this week: **Too narrow**.

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice what job a detail does."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice the detail's job.

Read the sentence. What **job** does this detail do for the whole article?

"Franklin wanted to understand why lightning behaved the way it did."

I CAN | I can explain how a detail helps the purpose.



TODAY'S THINKING JOB

CHOOSE

"I can choose the reason for a detail."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the reason for the detail.

STAAR asks: **Why** does the author include the detail in paragraph 3?

"He spent time studying electricity and conducting experiments."

A To show how Franklin's research led to the lightning rod • **B** To describe what Franklin ate for breakfast • **C** To list the names of Franklin's family members

I CAN | I can choose the real job and skip narrow traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show why an author includes a paragraph."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show why the author includes a section.

STAAR asks: **The author includes paragraph 5 most likely to do what?**

"The lightning rod quickly became useful in many places."

I CAN | I can explain how one paragraph helps the purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson**. This sentence is a detail, not the message.

"His work encouraged other inventors and scientists to ask questions and search for solutions to problems."

I CAN | I can explain a big life lesson, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author includes paragraph 3 to describe what Boston looked like in the 1700s.** Explain why it is a trap and name the trap.

"Through his research, he learned that metal could conduct electricity."

I CAN | I can prove why a purpose answer is wrong.



AUTHOR'S PURPOSE

Find the detail's job.

Go back to the passage. Pick one detail in paragraph 3 and write its job.

Go back to the reading.
Pick one detail in paragraph 3.
Write its job and how it helps the purpose.

I CAN | I can explain the job of a detail and how it supports the purpose.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This detail shows Franklin's curiosity. Its job is to explain what motivated him to study electricity.

CHOOSE A. To explain how Franklin's study of electricity led to the.... B is Too narrow, To describe what Franklin ate for breakf. C is Too narrow, To list the names of Franklin's family m.

SHOW To show the impact of Franklin's invention. Paragraph 5 explains that many buildings used the lightning rod.

OWN Answers vary. Example: One person's curiosity can inspire others to solve problems. Trap: Franklin invented the lightning rod is a Detail, not the message.

DEFEND Too narrow. Boston's appearance is not in paragraph 3. The paragraph explains how Franklin studied electricity.

YOUR TURN Answers vary. Detail: Franklin learned metal could conduct electricity. Job: to show how his research led to the lightning rod.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Franklin wanted to understand why lightning behaved the way it did. He spent time studying electricity and conducting experiments. He wondered if there was a way to guide lightning safely into the ground. Through his research, he learned that metal could conduct electricity. This knowledge helped him develop an invention that could protect buildings from lightning strikes.”

Why does the author include the detail in paragraph 3?

- A** To show how Franklin's research led to the lightning rod
- B** To describe the weather in colonial America
- C** To convince readers to study science
- D** To list the tools Franklin used in his workshop



AUTHOR'S PURPOSE

The answer is C.

- A To show how Franklin's research led to the lightning rod**
Too narrow. Colonial weather is not the focus of paragraph 3.
- B To describe the weather in colonial America**
Wrong purpose type. The author gives facts, not opinions.
- C To convince readers to study science **Correct.****
Paragraph 3 shows how Franklin's questions and experiments led to the lightning rod.
- D To list the tools Franklin used in his workshop**
Too narrow. Workshop tools are not discussed in paragraph 3.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

The message is a life lesson that is true beyond this text and these people.

A detail tells what happened. The message tells what the author wants all of us to learn.

If my answer only works for the Founding Fathers, it is a detail. The message works for anyone.

THIS WEEK'S FOCUS

Author's Purpose

from “The Founding Fathers”

The **author's message** is a big life lesson that reaches beyond the passage, true for people anywhere. A fact about the Founding Fathers is a detail, not the message. STAAR asks: **Which sentence best states a message in the selection?** Traps this week: **Plausible but unsupported**, **Detail**, **not the message**, and **Overstated claim**.

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice clues to the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice clues to the message.

Read the sentence. What big life lesson might the author want you to learn? Look past the facts for a lesson that is true for everyone.

"Even so, they continued working together because they believed creating a successful nation was more important than winning arguments."

I CAN | I can notice sentences that hint at a big life lesson beyond the text.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the life lesson.

STAAR asks: **Which sentence best states a message in the selection?**

"Their willingness to cooperate helped them solve difficult problems."

A People should always agree with their leaders • **B** Working together helps people solve difficult problems • **C** Governments never make mistakes

I CAN | I can choose the life lesson that fits the whole text and skip the traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how a paragraph supports the message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show how a paragraph supports the message.

STAAR asks: **The author includes paragraph 14 most likely to** do what? Show your thinking.

“They listened to different viewpoints and searched for solutions that would benefit the country.”

I CAN | I can explain how one paragraph connects to the life lesson.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"The Founding Fathers showed leadership, courage, and determination as they helped form the United States."

I CAN

I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The message is that the Constitution has three branches.** Explain why it is a trap and name the trap.

"The Constitution established three branches of government."

I CAN | I can prove why a message answer is wrong using the text.



AUTHOR'S PURPOSE

Find the message on your own.

Go back to the passage. Write the author's message. Copy one sentence that proves it.

Go back to the reading.
Write the author's message.
Copy one sentence that proves the message.

I CAN | I can explain an author's message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The author shows that working together matters more than winning arguments. The life lesson is about cooperation and putting shared goals above personal pride.

CHOOSE B. Working together helps people solve difficult problems. A is Plausible but unsupported. C is Overstated claim.

SHOW To show that the Founding Fathers listened to each other even when they disagreed. This supports the message that cooperation helps solve problems.

OWN Answers vary. Example: People can accomplish great things when they work together and refuse to give up. Trap: The Founding Fathers wrote the Constitution is a Detail, not the message.

DEFEND Detail, not the message and Plausible but unsupported. Three branches is a fact from the text, not a life lesson. A message must be true beyond this passage.

YOUR TURN Answers vary. Message: People can accomplish great things when they cooperate and stay determined. Proof: Their willingness to cooperate helped them solve difficult problems.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“The Founding Fathers understood that no government is perfect. They spent many hours discussing ideas, debating issues, and making compromises. Sometimes they disagreed strongly with one another. Even so, they continued working together because they believed creating a successful nation was more important than winning arguments.”

Which sentence best states a message in the selection?

- A** Working together matters more than winning every argument
- B** The Constitution was written in 1787 by many leaders
- C** The Founding Fathers came from different backgrounds and states
- D** Great Britain controlled the American colonies with taxes



AUTHOR'S PURPOSE

The answer is A.

Working together matters more than winning every argument **Correct.**

- A** Correct. The text shows that cooperation and compromise helped the leaders succeed, and that lesson applies to everyone.

The Constitution was written in 1787 by many leaders

- B** Detail, not the message. This is a fact about when the document was written.

The Founding Fathers came from different backgrounds and states

- C** Detail, not the message. This tells about the leaders, not a life lesson for everyone.

Great Britain controlled the American colonies with taxes

- D** Detail, not the message. This is a historical fact, not a lesson for all people.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

The purpose is why the author wrote the whole text, not just one paragraph.

Evidence means using the author's own words to prove the purpose.

If my evidence only fits one paragraph, I am being too narrow. I need evidence for the whole text.

THIS WEEK'S FOCUS

Author's Purpose

from “The Founding Fathers”

Explaining the **author's purpose** means telling why the author wrote the text and proving it with evidence. STAAR asks: **How does the author show the purpose? Use evidence.** The purpose of this factual text is to **explain with facts**. Traps this week: **Misreads the lines, Wrong purpose, and Too narrow.**

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

“I can notice clues to the author's purpose.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice purpose clues.

Read the sentence. What clues tell you why the author wrote this text? Is the author explaining with facts, convincing, or engaging?

“These leaders worked together to make important decisions that shaped the future of the country.”

I CAN | I can notice words and details that show why the author wrote the text.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the author's main purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the main purpose.

STAAR asks: **How does the author show the purpose? Use evidence.** First, choose the purpose.

"Their ideas and actions helped create a nation that continues to exist today."

A To explain the Founding Fathers and how they created the country • **B** To convince readers to become leaders • **C** To share a funny story about history

I CAN | I can choose the purpose that fits the whole text and skip the traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show the purpose with evidence from the text.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show the purpose with evidence.

STAAR asks: **How does the author show the purpose? Use evidence.** Show your thinking.

“Even when they disagreed, the leaders continued working together.”

I CAN | I can use the author's own words to prove the purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"Many of the Founding Fathers devoted years of their lives to public service."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author's purpose is to share a story us with a fun adventure story.** Explain why it is a trap and name the trap.

"In 1787, many of the nation's leaders gathered to write the Constitution."

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Explain the purpose on your own.

Go back to the passage. Write the author's purpose and support it with evidence. Then write the message.

Go back to the reading.
Write the author's purpose.
Support it with evidence.
Write the message.

I CAN | I can explain the author's purpose with evidence and state the message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **Explain with facts.** The author gives facts about what the leaders did. There is no made-up story and no opinion trying to convince us.

CHOOSE **A.** to explain the Founding Fathers and how they created the country. B is Wrong purpose. C is a trap.

SHOW **The author explains readers by giving facts about the Founding Fathers' actions.** Evidence: they wrote the Declaration of Independence, fought the Revolution, and wrote the Constitution.

OWN **Answers vary.** Example: Determination and cooperation can help people build something that lasts. Trap: The Founding Fathers devoted years to public service is a Detail, not the message.

DEFEND **Misreads the lines and Wrong purpose.** The text gives facts about real events. There are no made-up characters or adventures. The purpose is to explain.

YOUR TURN **Answers vary.** Purpose: to explain the Founding Fathers and how they created the United States. Evidence: The Founding Fathers spent many months discussing ideas and making decisions. Message: Cooperation and determination can help people build something lasting.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“The Founding Fathers spent many months discussing ideas and making decisions. They did not always agree with one another. Some wanted a stronger national government, while others wanted more power to remain with the states. These disagreements led to long debates and careful negotiations.”

How does the author show the purpose of this selection?

- A** By telling readers a funny story about leaders who argued
- B** By giving personal opinions about which leaders were best
- C** By describing what the leaders ate for dinner
- D** To explain how the Founders used discussion and compromise



AUTHOR'S PURPOSE

The answer is D.

- A By telling readers a funny story about leaders who argued**
Misreads the lines. The text gives facts, not a funny story.
- B By giving personal opinions about which leaders were best**
Wrong purpose type. The author presents facts, not personal opinions about who was best.
- C By describing what the leaders ate for dinner**
Not in the text. The passage does not describe meals.
- D To explain how the Founders used discussion and compromise **Correct.****
Correct. The author uses facts and examples to show how the Founding Fathers worked together through discussion and compromise.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

A profile tells about a person's life and what they did.

The purpose of a profile is usually to explain, not to convince or share a story.

If my answer only fits one paragraph or one group of readers, I am being too narrow.

THIS WEEK'S FOCUS

Author's Purpose

from “Henry Ford: Visionary of Travel”

The **author's purpose** of a profile or biography is usually to **explain with facts** readers about a person's life and contributions. STAAR asks: **What is the most likely reason the author wrote this selection?** Traps this week: **Too narrow audience**, **Wrong purpose**, and **Too narrow**.

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice clues to the author's purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice the author's clues.

Read the sentence. Does the author want to **explain with facts**, **convince**, or **share a story**? Notice the words that tell you.

"Henry Ford was an American engineer and businessman who helped change the way people traveled and worked."

I CAN | I can notice words that show why the author wrote a text.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the author's main purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the main purpose.

STAAR asks: What is the most likely reason the author wrote this selection?

"Many families who had never owned a car before were finally able to buy one."

A To convince readers to buy a Ford car today • **B** To teach only car mechanics how engines work • **C** To explain Henry Ford and how his ideas changed transportation

I CAN | I can choose the purpose that fits the whole text and skip the traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show why an author includes a paragraph."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show why the author includes a paragraph.

STAAR asks: **The author includes paragraph 3 most likely to** do what? Show your thinking.

"In 1903, Henry Ford started the Ford Motor Company."

I CAN | I can explain how one paragraph helps the author's purpose.



TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"Because of Henry Ford's ideas, cars became more common and travel became easier for many people."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author wrote this to teach car mechanics how to fix engines.** Explain why it is a trap and name the trap.

"He was especially interested in engines and tools."

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Find the purpose on your own.

Go back to the passage. Write the author's main purpose and message. Copy one sentence that proves the purpose.

Go back to the reading.
Write the author's purpose and message.
Copy one sentence that proves the purpose.

I CAN | I can explain an author's purpose and message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **Explain with facts.** The author gives facts about who Henry Ford was and what he did. There is no story and no opinion trying to convince us.

CHOOSE **C.** to explain Henry Ford and how his ideas changed transportation. A is Wrong purpose. B is a trap.

SHOW **To show that Ford started a company and created the Model T, which made cars affordable.** This adds evidence that Ford changed transportation.

OWN **Answers vary.** Example: One person's ideas can change life for many people. Trap: Ford made cars common is a Detail, not the message.

DEFEND **Too narrow audience.** The text is written for all readers, not just car mechanics. Engines are mentioned, but the text does not teach how to fix them.

YOUR TURN **Answers vary.** Purpose: to explain Henry Ford and how he changed transportation. Message: One person's ideas can change life for many people. Proof: Many families who had never owned a car before were finally able to buy one.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Henry Ford believed that cars should be available for everyday families. Before buying a car, many families had to preplan long trips because travel took much more time. In 1903, Henry Ford started the Ford Motor Company. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars.”

What is the most likely reason the author wrote this selection?

- A** To convince readers they should buy a Model T car today
- B** To explain how Henry Ford helped make cars available to more families
- C** To share a fictional adventure about cars and travel
- D** To teach only mechanics how to build and repair engines



AUTHOR'S PURPOSE

The answer is B.

- A To convince readers they should buy a Model T car today**
Wrong purpose type. The author gives facts about Ford, not a sales pitch.
- B To explain how Henry Ford helped make cars available to more families **Correct.****
Correct. The author uses facts to explain how Ford's ideas made cars affordable for everyday families.
- C To share a fictional adventure about cars and travel**
Wrong purpose type. The text gives facts about a real person, not a made-up adventure.
- D To teach only mechanics how to build and repair engines**
Too narrow audience. The text is for all readers, not just mechanics.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

The way an author begins a text gives readers clues about the purpose.

The opening is not random. The author chose it to set up the main idea.

If I misread the opening, I might choose the wrong purpose for the whole text.

THIS WEEK'S FOCUS

Author's Purpose

from “Henry Ford: Visionary of Travel”

Authors make choices about **how to begin** a text. The opening sets up the purpose. STAAR asks: **Why does the author begin the selection this way?**

Traps this week: **Misreads the lines, Wrong purpose, and Too narrow.**

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

“I can notice how the author begins a text.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice how the author begins.

Read the sentence. Why might the author start the text with this facts and details? What does it set up?

“Henry Ford was an American engineer and businessman who helped change the way people traveled and worked.”

I CAN | I can notice how the opening connects to the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose why the author begins a text this way."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose why the author begins this way.

STAAR asks: **Why** does the author begin the selection this way?

"When Henry was young, he enjoyed taking machines apart to see how they worked."

A To introduce Ford's early interest in machines, leading to his inventions • **B** To share a funny childhood story • **C** To convince readers to take things apart

I CAN | I can choose the reason the author opens the way they do.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how the opening connects to the purpose.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show how the opening connects to the rest.

STAAR asks: **Why does the author begin the selection this way?** Show how the opening sets up the rest of the text.

“While other children spent time playing games, Henry often spent time studying machines and trying to understand how they worked.”

I CAN | I can explain how the beginning of a text sets up the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"He believed that if cars cost less money, more people would be able to own them."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

“I can defend my answer and explain why a trap is wrong.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Defend against the trap.

A student answered: **The author begins the text to tell a funny story about a boy who breaks machines.** Explain why it is a trap and name the trap.

“He was especially interested in engines and tools.”

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Explain the opening on your own.

Go back to the passage. Write why the author begins the text this way. Then write the message.

Go back to the reading.
Write why the author begins the text this way.
Write the message.

I CAN | I can explain why the author begins a text this way and state the message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The author begins by telling who Henry Ford was and what he did. This sets up the purpose: to explain Ford and his contributions.

CHOOSE A. To introduce Ford's early interest in machines, leading to his inventions. B is Misreads the lines. C is Wrong purpose.

SHOW The author begins with Ford's childhood curiosity about machines to show that his interest started early. This sets up the rest of the text, which explains how that curiosity led to the Model T and the assembly line.

OWN Answers vary. Example: Curiosity and hard work can lead to ideas that help many people. Trap: Ford believed inventions could help people is a Detail, not the message.

DEFEND Misreads the lines. The text says Ford took machines apart to learn, not to break them. The opening introduces his curiosity, not a funny story.

YOUR TURN Answers vary. The author begins with Ford's childhood interest in machines to show that his curiosity led to his later inventions. Message: Curiosity and determination can lead to ideas that change the world.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Henry Ford was an American engineer and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools. While other children spent time playing games, Henry often spent time studying machines and trying to understand how they worked.”

Why does the author begin the selection this way?

- A** To convince readers that farms are the best place to grow up
- B** To share a funny story about breaking toys
- C** To introduce Ford's early interest in machines, which led to his later inventions
- D** To describe what all children did in the 1800s



AUTHOR'S PURPOSE

The answer is C.

- A To convince readers that farms are the best place to grow up**
Misreads the lines. The author mentions the farm but is not trying to convince anyone about farms.
- B To share a funny story about breaking toys**
Misreads the lines. Ford studied machines to learn, not to break toys.
- C To introduce Ford's early interest in machines, which led to his later inventions **Correct.****
Correct. The opening shows Ford's childhood curiosity, setting up the rest of the text about his inventions.
- D To describe what all children did in the 1800s**
Too narrow. The text is about Ford, not all children in the 1800s.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

The message is a life lesson that is true beyond this text.

A detail tells what happened. The message tells what the author wants all of us to learn.

If my answer names Sam Walton or Walmart, it is probably a detail, not the message.

THIS WEEK'S FOCUS

Author's Purpose

from “Sam Walton”

The **author's message** is a big life lesson beyond the text, true for people anywhere. A fact about Sam Walton is a **detail**, not the message. STAAR asks: **Which sentence best states a message in the selection?** Traps this week: **Detail**, not the message, **Too narrow**, and **Plausible but unsupported**.

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

“I can notice clues to the author's message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice clues to the message.

Read the sentence. What big life lesson might the author want you to learn? Look past the facts.

“These experiences taught him an important lesson: families needed ways to stretch every dollar.”

I CAN | I can notice sentences that hint at a big life lesson beyond the text.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the life lesson.

STAAR asks: Which sentence best states a message in the selection?

"His success demonstrates how determination, creativity, and hard work can help someone achieve a goal."

A Sam Walton opened a store in Arkansas • **B** Hard work, creativity, and determination can help a person reach a goal • **C** Walmart sells groceries and clothing

I CAN | I can choose the life lesson that fits the whole text and skip the traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how a paragraph supports the message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show how a paragraph supports the message.

STAAR asks: **The author includes paragraph 9 most likely to** do what? Show your thinking.

“At first, running the store was not easy.”

I CAN | I can explain how one paragraph connects to the life lesson.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"Sam Walton continued looking for ways to improve his business."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The message is that Walmart is in Arkansas.** Explain why it is a trap and name the trap.

"In 1962, Sam Walton decided to try his idea."

I CAN | I can prove why a message answer is wrong using the text.



AUTHOR'S PURPOSE

Find the message on your own.

Go back to the passage. Write the author's message. Copy one sentence that proves it.

Go back to the reading.
Write the author's message.
Copy one sentence that proves the message.

I CAN | I can explain an author's message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The author shows that early experiences can teach lasting lessons. The life lesson goes beyond Sam Walton to all people.

CHOOSE B. Hard work, creativity, and determination can help a person reach a goal. A is Detail. C is Detail.

SHOW To show that Sam Walton faced challenges but kept working. This supports the message that determination helps people reach their goals.

OWN Answers vary. Example: People who keep learning and working hard can make a lasting difference. Trap: Sam Walton improved his business is a Detail, not the message.

DEFEND Detail, not the message. The location of Walmart is a fact from the text. It is not a life lesson for everyone.

YOUR TURN Answers vary. Message: Hard work, determination, and caring about others can help a person achieve a goal. Proof: His success demonstrates how determination, creativity, and hard work can help someone achieve a goal.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Sam Walton's determination to help customers left a lasting mark on communities across the country. His ideas changed the way many businesses operated. Other companies noticed Walmart's success and began looking for ways to improve their own stores.”

Which sentence best states a message in the selection?

- A** Hard work and determination can help a person make a difference
- B** Walmart started as a small store in Rogers, Arkansas
- C** Sam Walton delivered newspapers and milked cows as a child
- D** Walmart sells clothing, household supplies, and other products



AUTHOR'S PURPOSE

The answer is A.

Hard work and determination can help a person make a difference **Correct.**

A Correct. The text shows that Walton's determination and hard work helped him build something that changed many communities.

B Walmart started as a small store in Rogers, Arkansas

B Detail, not the message. This is a fact about the store's location.

C Sam Walton delivered newspapers and milked cows as a child

C Detail, not the message. This is a fact about Walton's childhood.

D Walmart sells clothing, household supplies, and other products

D Detail, not the message. This tells what the store sells, not a life lesson.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

Purpose is why the author wrote the text. **Message** is a life lesson for everyone.

A short response needs evidence from the text to support both the purpose and the message.

If my message only works for Sam Walton, it is a detail, not the message.

THIS WEEK'S FOCUS

Author's Purpose

from “Sam Walton”

The **author's purpose** is why the author wrote this text. The **message** is a big life lesson beyond it. A short response must explain both and use evidence. STAAR asks: **Explain the author's purpose and message.** Traps this week: **Plausible but unsupported message, Detail, not the message, and Too narrow.**

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

“I can notice clues to purpose and message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice purpose and message clues.

Read the sentence. What clue does it give about the purpose? What clue does it give about the message?

“Sam Walton grew up during a difficult time in American history.”

I CAN

I can notice words that point to why the author wrote and what lesson the author teaches.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the author's main purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the purpose.

STAAR asks: **Explain the author's purpose and message.** First, choose the purpose.

"He wanted to build a business that offered a wide variety of products at lower prices."

A To convince readers to shop at Walmart • **B** To share a fictional adventure • **C** To explain Sam Walton and how he built a successful business

I CAN | I can choose the purpose that fits the whole text and skip the traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show both the purpose and the message with evidence."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show both purpose and message with evidence.

STAAR asks: **Explain the author's purpose and message.** Find evidence for each.

"His willingness to work hard, learn from others, and focus on customers helped turn a small store in Arkansas into one of the most successful companies in history."

I CAN | I can use the author's own words to prove both the purpose and the message.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"Sam Walton believed employees played an important role in the success of the business."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The message is that Walmart has low prices.** Explain why it is a trap and name the trap.

"His goal was always the same: help customers save money."

I CAN | I can prove why a message answer is wrong using the text.



AUTHOR'S PURPOSE

Write a short response.

Go back to the passage. Write a short response explaining the author's purpose and message. Use evidence from the text.

Go back to the reading.
Write a short response.
Explain the purpose and message.
Use evidence from the text.

I CAN | I can explain the author's purpose and message with evidence in a short response.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE Purpose clue: explain with facts, the author gives facts about a real person. Message clue: growing up during hard times can shape a person's values.

CHOOSE C. to explain Sam Walton and how he built a successful business. A is Wrong purpose. B is Wrong purpose.

SHOW Purpose: to explain Sam Walton. Evidence: the text gives facts about his childhood, his business ideas, and how Walmart grew. Message: hard work and learning from others can help someone build something lasting.

OWN Answers vary. Example: Listening to others and working as a team can lead to great achievements. Trap: Sam Walton believed in employees is a Detail, not the message.

DEFEND Detail, not the message and Plausible but unsupported message. Low prices is a fact about the store, not a life lesson for everyone.

YOUR TURN Answers vary. Purpose: to explain Sam Walton and how he built Walmart. Evidence: the text describes his childhood, his ideas, and his business. Message: Hard work, determination, and caring about others can help a person build something that makes a lasting difference.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Although Sam Walton passed away in 1992, his impact can still be seen today. Walmart stores remain part of many communities across the country. Families continue shopping there for groceries, clothing, school supplies, and other everyday items. Sam's story demonstrates how one person's ideas can make a difference.”

Which sentence best states a message in the selection?

- A** Sam Walton was born in 1918 during the Great Depression
- B** Walmart stores sell groceries and school supplies
- C** Sam Walton passed away in 1992 after a long career
- D** One person's hard work and ideas can make a lasting difference



AUTHOR'S PURPOSE

The answer is D.

A Sam Walton was born in 1918 during the Great Depression
Detail, not the message. This is a fact about when he was born.

B Walmart stores sell groceries and school supplies
Detail, not the message. This tells what the store sells.

C Sam Walton passed away in 1992 after a long career
Detail, not the message. This is a date, not a life lesson.

D One person's hard work and ideas can make a lasting difference **Correct.**
Correct. The text shows Walton's determination created a company that changed many communities, a lesson for all.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

Authors write stories for a reason. The purpose is why the author wrote the whole story.

A realistic fiction story usually draws readers in, but it may also teach a lesson.

STAAR asks for the most likely reason, which means the purpose that fits the whole text.

THIS WEEK'S FOCUS

Author's Purpose

from “Crash”

The **author's purpose** is why the author wrote this text. A realistic fiction story can share a story while also teaching a lesson. STAAR asks: **What is the most likely reason the author wrote this story?**
Traps this week: **Wrong purpose type**, **Too narrow**, and **Misreads a detail**.

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice clues to the author's purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice the author's clues.

Read the sentence. Does the author want to **explain with facts**, **convince**, or **share a story**? Notice the words that tell you.

"Amina's heart started to race."

I CAN | I can notice words that show why the author wrote a text.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

“I can choose the author's main purpose.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Choose the main purpose.

STAAR asks: What is the most likely reason the author wrote this story?

“Amina took a deep breath and raised her hand.”

A To explain science projects • **B** To share a story about honesty and responsibility • **C** To convince readers to break glass jars

I CAN | I can choose the purpose that fits the whole text and skip the traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show why an author includes a paragraph.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show why the author includes a part.

STAAR asks: **The author includes paragraph 6 most likely to** do what? Show your thinking.

“Mrs. Ramirez smiled kindly.”

I CAN | I can explain how one paragraph helps the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"Amina felt proud."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author wrote this to teach us how to grow plants.** Explain why it is a trap and name the trap.

"On the table near the window sat a small glass jar with a young plant growing inside."

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Find the purpose on your own.

Go back to the passage. Write the author's main purpose and message. Copy one sentence that proves the purpose.

Go back to the reading.
Write the author's purpose and message.
Copy one sentence that proves the purpose.

I CAN | I can explain an author's purpose and message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **Share a story.** The author describes a character's feelings. This is a story with characters and a problem, not a list of facts.

CHOOSE **B.** to share a story about honesty and responsibility. A is a trap. C is Wrong purpose type.

SHOW **To show that telling the truth led to a kind response.** This supports the story's lesson about honesty and responsibility.

OWN **Answers vary.** Example: Being honest, even when it is hard, helps people earn trust and feel proud. Trap: Amina felt proud is a Detail, not the message.

DEFEND **Wrong purpose type.** The plant is part of the setting, not the purpose. The author wrote the story to share a story and teach about honesty, not about growing plants.

YOUR TURN **Answers vary.** Purpose: to share a story about honesty. Message: Being honest helps people earn trust and solve problems. Proof: Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"Amina took a deep breath and raised her hand. "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to." Mrs. Ramirez smiled kindly. "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility.""

What is the most likely reason the author wrote this story?

- A** To share a story about a student who shows honesty and responsibility
- B** To explain how to grow plants in a classroom
- C** To convince readers to buy glass jars for science
- D** To describe the rules of a science class



AUTHOR'S PURPOSE

The answer is A.

To share a story about a student who shows honesty and responsibility **Correct.**

A Correct. The author tells a story about Amina's choice to be honest, which draws readers in and teaches a lesson.

To explain how to grow plants in a classroom

B Wrong purpose type. The plant is a detail in the setting, not the reason the author wrote the story.

To convince readers to buy glass jars for science

C Wrong purpose type. The author never tries to sell anything.

To describe the rules of a science class

D Too narrow. Classroom rules are not the focus of the whole story.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

Every paragraph in a story has a job. The author put it there for a reason.

The job is how that paragraph helps the whole story or the author's purpose.

If my answer only names one small fact, I am being too narrow.

THIS WEEK'S FOCUS

Author's Purpose

from “Crash”

Authors include paragraphs for a reason. Each paragraph has a **job** in the story. STAAR asks: **Why does the author include paragraph 4?** Traps this week: **Too narrow**, **minor detail**, **Misreads a detail**, and **Wrong purpose**.

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice a paragraph's job."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice the paragraph's job.

Read the sentence. What is this paragraph's job in the story? How does it help the reader?

"The class had been studying how plants grow."

I CAN | I can notice how a paragraph helps the story.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose a paragraph's job."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the paragraph's job.

STAAR asks: **Why** does the author include paragraph 4?

"Everyone was focused on the project."

A To show that the classroom was calm and focused before the accident • **B** To explain what the students were drawing • **C** To describe what markers look like

I CAN | I can choose the reason the author includes a paragraph.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show why an author includes a paragraph."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show the paragraph's job.

STAAR asks: **Why does the author include paragraph 4?** Show your thinking.

"The classroom was unusually quiet except for the sound of pencils scratching on paper and pages turning in notebooks."

I CAN | I can explain how one paragraph helps the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"She remembered a lesson her parents often talked about at home."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author includes paragraph 4 to describe what markers look like.** Explain why it is a trap and name the trap.

"Diego was drawing roots, Mei was labeling the stem, and Jamal was coloring the leaves."

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Explain a paragraph's job on your own.

Go back to the passage. Choose one paragraph and explain its job in the story. Then write the message.

Go back to the reading.
Choose one paragraph.
Explain its job in the story.
Write the message.

I CAN | I can explain a paragraph's job and state the message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This paragraph gives background about the **class project**. It helps the reader understand why the plant was important.

CHOOSE **A.** To show that the classroom was calm and focused before the accident. B is a trap. C is Too narrow.

SHOW The author includes paragraph 4 to show that **everything was calm and normal before the accident**. This contrast makes the crash feel more surprising.

OWN **Answers vary.** Example: Telling the truth, even when it is scary, builds trust and helps fix problems. Trap: Amina remembered her parents' lesson is a Detail, not the message.

DEFEND **Too narrow, minor detail.** Markers are mentioned, but the paragraph's job is to show the calm classroom before the accident. The marker detail is small, not the main purpose.

YOUR TURN **Answers vary.** Paragraph 13: to show Amina's inner struggle about whether to tell the truth. Message: Honesty and responsibility help people earn trust.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. They were creating posters that showed the parts of a plant. Diego was drawing roots, Mei was labeling the stem, and Jamal was coloring the leaves. Amina carefully wrote facts about how plants need water and sunlight to survive.”

Why does the author include paragraph 4?

- A** To teach readers how plants grow
- B** To describe how many students are in the class
- C** To show the calm, focused classroom before the accident
- D** To explain what subjects the school teaches



AUTHOR'S PURPOSE

The answer is C.

- A To teach readers how plants grow**
Too narrow, minor detail. Plants are the project topic, but the paragraph's job is showing the calm classroom.
- B To describe how many students are in the class**
Too narrow, minor detail. The number of students is not the paragraph's main job.
- C To show the calm, focused classroom before the accident **Correct.****
Correct. The author shows a quiet, focused moment to contrast with the sudden accident that follows.
- D To explain what subjects the school teaches**
Not in the text. The text does not list school subjects.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

The message is a life lesson that is true beyond this story.

A detail tells what happened in the story. The message is a lesson for all people.

An overstated claim goes too far. The text may support part of it, but not the extreme version.

THIS WEEK'S FOCUS

Author's Purpose

from “The Good Citizen”

The **author's message** in a story is a big life lesson, true for people anywhere. A story fact is a detail, not the message. STAAR asks: **Which sentence best states a message in the story?** Traps this week: **Overstated claim, Detail, not the message, and Too narrow.**

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

“I can notice clues to the author's message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice clues to the message.

Read the sentence. What big life lesson might the author want you to learn?

“Being a good citizen meant more than simply helping when it was convenient.”

I CAN | I can notice sentences that hint at a big life lesson beyond the text.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the life lesson.

STAAR asks: **Which sentence best states a message in the story?**

"Rusty had been counting on her."

A Dogs are the most important animals in the world • **B** Everyone should volunteer at a shelter • **C** Being responsible means following through on commitments, even when hard

I CAN | I can choose the life lesson that fits the whole text and skip the traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how a paragraph supports the message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show how a paragraph supports the message.

STAAR asks: **The author includes paragraph 52 most likely to** do what? Show your thinking.

“It meant following through on responsibilities.”

I CAN | I can explain how one paragraph connects to the life lesson.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"Elena arrived at the shelter with a checklist."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The message is that everyone must volunteer at a dog shelter.** Explain why it is a trap and name the trap.

"Everyone makes mistakes. What matters is taking responsibility and fixing them."

I CAN | I can prove why a message answer is wrong using the text.



AUTHOR'S PURPOSE

Find the message on your own.

Go back to the passage. Write the author's message. Copy one sentence that proves it.

Go back to the reading.
Write the author's message.
Copy one sentence that proves the message.

I CAN | I can explain an author's message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The author shows that responsibility means following through, not just helping when it is easy. This is a lesson for everyone.

CHOOSE C. Being responsible means following through on commitments, even when hard. A is a trap. B is Overstated claim.

SHOW To clearly state one part of the message: responsibility means following through. This paragraph connects Elena's experience to a lesson all readers can learn.

OWN Answers vary. Example: Responsibility means keeping your promises, admitting mistakes, and working to fix them. Trap: Elena used a checklist is a Detail, not the message.

DEFEND Overstated claim. The text shows one girl volunteering, but it does not say everyone must do it. The real message is about responsibility and honesty.

YOUR TURN Answers vary. Message: Responsibility means following through on commitments and admitting mistakes. Proof: Good citizens can be trusted to do what they say they will do.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“She realized that responsibility was not about being perfect. Everyone forgets things sometimes. What mattered was admitting mistakes and making them right. Before leaving, Elena carefully checked every kennel. She made sure every dog had food. She checked the water bowls.”

Which sentence best states a message in the story?

- A** Elena likes dogs more than any other animal
- B** Responsibility means admitting mistakes and working to make them right
- C** Shelters should hire more workers so volunteers are not needed
- D** All children must visit a dog shelter every week



AUTHOR'S PURPOSE

The answer is B.

- A Elena likes dogs more than any other animal**
Detail, not the message. The text shows Elena likes dogs, but that is not the life lesson.
- B Responsibility means admitting mistakes and working to make them right **Correct.****
Correct. The text shows that Elena learned responsibility is about admitting mistakes and fixing them, a lesson for everyone.
- C Shelters should hire more workers so volunteers are not needed**
Overstated claim. The text never says shelters should hire more workers.
- D All children must visit a dog shelter every week**
Overstated claim. The text does not say all children must visit a shelter.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

The way a story is organized helps the author's purpose.

Structure is a tool. The author chooses the order of events for a reason.

If my answer limits the audience to one small group, I am falling for the Too narrow audience trap.

THIS WEEK'S FOCUS

Author's Purpose

from “The Good Citizen”

How a text is **organized** helps the author's purpose. The structure (beginning, middle, end; problem and solution; cause and effect) is a tool the author uses. STAAR asks: **How does the organization help the author's purpose?** Traps this week: **Too narrow audience**, **Misreads a detail**, and **Wrong purpose**.

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

“I can notice how the author organizes a text.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice the organization.

Read the sentence. How does the author organize the story? What structure do you notice?

“Every Saturday morning, Elena rode her bike to the small dog shelter at the edge of town.”

I CAN | I can notice the structure the author uses and how it helps the purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose how the organization helps the purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose how the organization helps.

STAAR asks: How does the organization help the author's purpose?

"She realized that good citizenship was about more than completing tasks."

A Routine to problem to lesson, showing how Elena learns responsibility • **B** The story is organized to teach only dog owners how to feed pets • **C** The story uses bullet points to list Elena's chores

I CAN | I can explain how the text's structure supports the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how the organization helps the purpose.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show how the organization supports the purpose.

STAAR asks: **How does the organization help the author's purpose?** Show your thinking.

“It was about being dependable.”

I CAN | I can explain how the structure connects to the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"She also learned that responsibility does not mean never making mistakes."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The story is organized to teach only dog owners how to feed pets.** Explain why it is a trap and name the trap.

"Elena loved dogs, and volunteering gave her the chance to help animals who were waiting for homes."

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Explain the organization on your own.

Go back to the passage. Explain how the organization helps the author's purpose. Then write the message.

Go back to the reading.
Explain how the organization helps the purpose.
Write the message.

I CAN | I can explain how a text's organization supports the author's purpose and state the message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The author starts by showing Elena's routine. This sets up the story so readers understand her normal day before the problem happens.

CHOOSE A. Routine to problem to lesson, showing how Elena learns responsibility. B is Too narrow audience. C is Misreads a detail.

SHOW The author organizes the story as routine, problem, and lesson. The routine shows Elena as dependable. The problem shows what happens when she rushes. The ending shows what she learns. This organization helps the reader see how mistakes can teach responsibility.

OWN Answers vary. Example: Responsibility means being dependable and correcting mistakes when they happen. Trap: Elena learned a lesson is a Detail, not the message.

DEFEND Too narrow audience. The story is written for all readers, not just dog owners. The lesson about responsibility applies to everyone.

YOUR TURN Answers vary. The story moves from routine to problem to lesson. This organization shows how Elena learns that responsibility means being dependable. Message: Responsibility means being dependable and fixing mistakes.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“She realized that good citizenship was about more than completing tasks. It was about being dependable. It was about understanding that other people (and sometimes animals) count on you to do your part. She also learned that responsibility does not mean never making mistakes. Responsibility means admitting mistakes, correcting them, and learning from them.”

How does the organization help the author's purpose?

- A** The story uses facts and dates to explain shelters
- B** The story lists steps for how to feed a dog
- C** The story is organized to sell pet food to families
- D** Routine to problem to lesson, showing how Elena learns about responsibility



AUTHOR'S PURPOSE

The answer is D.

- A The story uses facts and dates to explain shelters**
Misreads a detail. The story does not use dates and facts like an factual text.
- B The story lists steps for how to feed a dog**
Too narrow, minor detail. Feeding a dog is one detail, not the organization.
- C The story is organized to sell pet food to families**
Too narrow audience. The story is not trying to sell anything.
- D Routine to problem to lesson, showing how Elena learns about responsibility Correct.**
Correct. The story's structure helps the reader see how Elena grows from a mistake into a more responsible person.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

Poets choose images carefully. Each word picture has a job.

The images in a poem help the poet show the purpose or the message.

If I misread the image, I might choose a wrong answer.

THIS WEEK'S FOCUS

Author's Purpose

from “A Dream Can Grow”

Poets use **imagery** (word pictures) for a reason. Each image helps the poet's purpose. STAAR asks: **Why does the poet use the images in lines 1 and 2?** Traps this week: **Misreads the lines**, **Too narrow**, and **Wrong purpose**.

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice the images a poet uses."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice the poet's images.

Read the lines. What picture does the poet create with words? Why might the poet use this image?

"A dream can start inside your heart, A tiny hope, a little start."

I CAN | I can notice word pictures and think about why the poet chose them.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

“I can choose why a poet uses an image.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Choose why the poet uses the images.

STAAR asks: Why does the poet use the images in lines 1 and 2?

“It may begin as just one thought, A wish for all the good we sought.”

A To explain how the human heart pumps blood • **B** To show that dreams start small and grow when people share them • **C** To describe what a seed looks like

I CAN | I can choose the reason the poet picked specific word pictures.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how images connect to the poet's purpose.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show how the images connect to the purpose.

STAAR asks: **Why does the poet use the images in lines 1 and 2?** Show how they connect to the whole poem.

“One hopeful word can travel through, Until another dreams it too.”

I CAN | I can explain how word pictures support the poet's big idea.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the poet's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this poem**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the poet want readers to understand?** This line is a detail, not the message. Use it as a clue.

"Together we can help it grow, By sharing kindness as we go."

I CAN | I can explain a big life lesson the poet wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The poet uses the images to explain how the human heart works.** Explain why it is a trap and name the trap.

"A dream can start inside your heart, A tiny hope, a little start."

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Explain the images on your own.

Go back to the poem. Write why the poet uses the images in lines 1 and 2. Then write the message.

Go back to the poem.
Write why the poet uses the images in lines 1 and 2.
Write the message.

I CAN | I can explain why a poet uses images and state the message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The poet compares a dream to something tiny that grows. The image shows that big ideas start small.

CHOOSE B. To show that dreams start small and grow when people share them. A is a trap. C is Misreads the lines.

SHOW The poet uses the image of a growing dream to show that hope spreads from person to person. This connects to the whole poem's purpose: to show that shared dreams can change the world.

OWN Answers vary. Example: When people share hope and kindness, even small dreams can grow into something big. Trap: We can help it grow is a Detail, not the message.

DEFEND Misreads the lines. The poet uses heart to mean feelings and hopes, not the organ. The images show that dreams start small and grow.

YOUR TURN Answers vary. The poet uses images of a tiny hope and a little start to show that big dreams begin small. Message: When people share hope and kindness, small dreams can grow into something powerful.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"A dream can start inside your heart, A tiny hope, a little start. It may begin as just one thought, A wish for all the good we sought. A voice can speak, a child can hear, And suddenly the dream feels near."

Why does the poet use the images in lines 1 and 2?

- A** To describe the shape of a human heart and how it works
- B** To explain how seeds grow in soil and need sunlight
- C** To show that big dreams can begin as small hopes that grow when shared
- D** To convince readers they should become poets themselves



AUTHOR'S PURPOSE

The answer is C.

- A To describe the shape of a human heart and how it works**
Misreads the lines. The poet uses heart to mean feelings, not the organ.
- B To explain how seeds grow in soil and need sunlight**
Misreads the lines. The poem is about dreams, not actual seeds or soil.
- C To show that big dreams can begin as small hopes that grow when shared **Correct.****
Correct. The poet uses the image of a tiny hope growing to show that dreams start small and spread when shared.
- D To convince readers they should become poets themselves**
Wrong purpose type. The poet is not trying to make readers become poets.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

The poet's message is a life lesson that reaches beyond this poem.

I must prove the message with specific lines from the poem.

An answer that sounds good but goes further than the poem supports is **Plausible but unsupported**.

THIS WEEK'S FOCUS

Author's Purpose

from “A Dream Can Grow”

The poet's **message** is a big life lesson, proved with specific lines from the poem. STAAR asks: **What message does the poet express, and which lines prove it?** Traps this week: **Plausible but unsupported, overreach, Detail, not the message, and Misreads the lines.**

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

“I can notice clues to the poet's message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice clues to the message.

Read the lines. What life lesson does the poet want you to learn? Look past the story for a lesson true for everyone.

“I carry it into school each day, In how I work and how I play.”

I CAN | I can notice lines that hint at a life lesson beyond the poem.



TODAY'S THINKING JOB

CHOOSE

"I can choose the poet's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the poet's message.

STAAR asks: What message does the poet express, and which lines prove it?

**"A dream grows stronger when we share, Through thoughtful words
and acts of care."**

A Everyone must give a speech like Dr. King • **B** Crying at speeches is always the right thing to do • **C** Dreams grow stronger when people share hope through kind words and actions

I CAN | I can choose the life lesson and find lines that prove it.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show which lines prove the message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show which lines prove the message.

STAAR asks: **What message does the poet express, and which lines prove it?** Name the lines.

“I carry it when I choose what's right, And help another heart feel light.”

I CAN | I can point to specific lines that support the poet's life lesson.



TODAY'S THINKING JOB

OWN

"I can explain the poet's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this poem**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the poet want readers to understand?** This line is a detail, not the message. Use it as a clue.

"Dr. King spoke hope for us to see, And now that dream is part of me."

I CAN | I can explain a big life lesson the poet wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The message is that everyone must become a famous speaker.** Explain why it is a trap and name the trap.

"A steady voice rose strong and clear, And somehow brought the future near."

I CAN | I can prove why a message answer is wrong using the text.



AUTHOR'S PURPOSE

Prove the message on your own.

Go back to the poem. Write the poet's message and copy two lines that prove it.

**Go back to the poem.
Write the poet's message.
Copy two lines that prove it.**

I CAN | I can explain a poet's message and prove it with lines from the poem.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The speaker carries the dream into daily life. The life lesson is that hope becomes real through everyday actions.

CHOOSE C. Dreams grow stronger when people share hope through kind words and actions. A is a trap. B is Plausible but unsupported.

SHOW Message: Hope grows when shared through daily acts of kindness. Lines that prove it: I carry it when I choose what's right, And help another heart feel light. These lines show the speaker living the dream through actions.

OWN Answers vary. Example: One person's hope can inspire many others to carry it forward through daily acts of kindness. Trap: The dream is part of me is a Detail, not the message.

DEFEND Plausible but unsupported, overreach. The poem talks about a voice that inspired others, but it does not say everyone must become a famous speaker. The message is about sharing hope, not about fame.

YOUR TURN Answers vary. Message: Hope and kindness grow when people share them through daily actions. Proof: I carry it when I choose what's right, And help another heart feel light.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"I carry it into school each day, In how I work and how I play. I carry it when I choose to see A child who needs a friend in me. I carry it when I stop and hear The words of someone standing near. I carry it when I choose what's right, And help another heart feel light."

What message does the poet express, and which lines prove it?

- A** Everyone must go to the same school the speaker attends
- B** Children should only play with their best friends
- C** The speaker's mama told the speaker what to do every day
- D** Hope grows stronger when people share it through daily acts of kindness



AUTHOR'S PURPOSE

The answer is D.

Everyone must go to the same school the speaker attends

- A** Plausible but unsupported, overreach. The poem mentions school but does not say everyone must attend that school.

Children should only play with their best friends

- B** Plausible but unsupported, overreach. The poem says the speaker befriends a child who needs a friend, which is the opposite of this claim.

The speaker's mama told the speaker what to do every day

- C** Misreads the lines. The speaker chose to carry the dream, not because mama gave instructions.

Hope grows stronger when people share it through daily acts of kindness **Correct.**

- D** Correct. The lines show the speaker living the dream through choosing what is right and helping others.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

When a poet repeats a word or idea, it is on purpose.

Repetition makes an idea stronger or helps the reader remember it.

The repeated idea connects to the poet's purpose or message.

THIS WEEK'S FOCUS

Author's Purpose

from “What Will You Give?”

Poets **repeat** ideas for a reason. Repetition strengthens the poet's purpose. STAAR asks: **Why does the poet repeat an idea in the poem?** Traps this week: **Too narrow, minor detail, Misreads the lines, and Wrong purpose.**

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice repetition in a poem."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice the repetition.

Read the lines. What idea does the poet repeat? Why might the poet say it more than once?

**"Do something good. Give what you can. Reach out your heart.
Extend your hand."**

I CAN | I can notice when a poet repeats an idea and think about why.



TODAY'S THINKING JOB

CHOOSE

"I can choose why the poet repeats an idea."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose why the poet repeats the idea.

STAAR asks: **Why** does the poet repeat an idea in the poem?

"Give what you can."

A To make the poem longer so it fills the page • **B** To strengthen the message that everyone can serve by giving what they have • **C** To describe what an envelope looks like

I CAN | I can choose the reason the poet uses repetition.



TODAY'S THINKING JOB

SHOW

"I can show how repetition strengthens the message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show how repetition strengthens the message.

STAAR asks: **Why does the poet repeat an idea in the poem?** Show how repetition builds the message.

"The invitation still rings true: There always may be work to do."

I CAN | I can explain how repeating an idea makes the poet's message stronger.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the poet's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this poem**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the poet want readers to understand?** This line is a detail, not the message. Use it as a clue.

"He told the story; I sat still, And wondered where I could fulfill."

I CAN | I can explain a big life lesson the poet wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The poet repeats the idea just to make the poem longer.** Explain why it is a trap and name the trap.

"Do something good. Give what you can."

I CAN | I can prove why a purpose answer is wrong using the text.



Explain the repetition on your own.

Go back to the poem. Write why the poet repeats an idea. Then write the message.

Go back to the poem.
Write why the poet repeats an idea.
Write the message.

I CAN | I can explain why a poet repeats an idea and state the message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The poet repeats the idea of giving and serving. Repetition makes the message stronger: service matters.

CHOOSE B. To strengthen the message that everyone can serve by giving what they have. A is Too narrow. C is a trap.

SHOW The poet repeats giving and serving across many stanzas. Each time, the idea gets bigger: from one person to a community, from hands to hearts. Repetition shows that service is the poem's central message.

OWN Answers vary. Example: Everyone can serve others by giving whatever they have, whether it is time, effort, or kindness. Trap: The speaker sat still is a Detail, not the message.

DEFEND Too narrow, minor detail. Repetition is not about length. The poet repeats the idea of giving to strengthen the message that everyone can serve.

YOUR TURN Answers vary. The poet repeats the idea of giving and serving to strengthen the message. Message: Everyone can make a difference by giving whatever they have.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Do something good. Give what you can. Reach out your heart. Extend your hand. Don't wait for others to begin; Look for a place where you fit in. Grandpa stood among the crowd, And heard the message spoken loud.”

Why does the poet repeat an idea in the poem?

- A** To describe what Grandpa looks like when he tells a story
- B** To strengthen the message that everyone can serve by giving what they have
- C** To fill extra space on the page and make the poem longer
- D** To list the rules of a contest that Grandpa entered



AUTHOR'S PURPOSE

The answer is B.

- A To describe what Grandpa looks like when he tells a story**
Too narrow, minor detail. Grandpa's appearance is not the reason for the repetition.
- B To strengthen the message that everyone can serve by giving what they have Correct.**
Correct. The poet repeats the idea of giving and serving to emphasize that everyone can contribute.
- C To fill extra space on the page and make the poem longer**
Too narrow, minor detail. Page length is a side effect, not the reason for repeating the idea.
- D To list the rules of a contest that Grandpa entered**
Misreads the lines. The poem is about service, not a contest.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

Two poems can have the same purpose even though they look and sound different.

To compare, I find what the poets are both trying to do.

An overstated claim says something bigger than both poems support.

THIS WEEK'S FOCUS

Author's Purpose

from “What Will You Give?”

Two poems can share a **similar purpose** even when they use different words and images. STAAR asks:

How are the purposes of the two poems alike?

Traps this week: **Overstated claim**, **Misreads the lines**, and **Detail**, not the message.

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice what two poems have in common."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice what both poems do.

Think about both poems. What are both poets trying to do? What do their purposes have in common?

"For service grows when we begin. We change the world by helping in."

I CAN | I can notice similar purposes in two different poems.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

“I can choose how the purposes of two poems are alike.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Choose how the purposes are alike.

STAAR asks: How are the purposes of the two poems alike?

“What can I offer from my heart?”

A Both poets encourage sharing hope and helping others to make a difference • **B** Both poems are about the same person • **C** Both poets want readers to become president

I CAN | I can choose the shared purpose and skip the traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how two poems share a purpose.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show how both poems share a purpose.

STAAR asks: **How are the purposes of the two poems alike?** Show evidence from both poems.

“We change the world by helping in.”

I CAN | I can use lines from both poems to prove the shared purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the shared message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the shared message.

Purpose is about **these poems**. The message is a **big life lesson** beyond them. STAAR asks: **What message do both poets want readers to understand?** This line is a detail, not the message. Use it as a clue.

"Grandpa helped me understand A country isn't only land."

I CAN | I can explain a big life lesson both poets want me to learn.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **Both poets want readers to become the president of the United States.** Explain why it is a trap and name the trap.

"A president prepared to speak, While thousands listened, strong and meek."

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Compare the poems on your own.

Go back to both poems. Write how their purposes are alike. Copy one line from each poem that proves it.

**Go back to both poems.
Write how their purposes are alike.
Copy one line from each poem that proves it.**

I CAN | I can compare two poems' purposes and prove the similarity with lines from each.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE Both poems encourage readers to share hope and help others. Even though the images are different, the purpose is the same.

CHOOSE A. Both poets encourage sharing hope and helping others to make a difference. B is Detail. C is Overstated claim.

SHOW Both poems encourage readers to share hope and help others. A Dream Can Grow says dreams grow stronger when we share. What Will You Give? says give what you can. Both poets want readers to act with kindness.

OWN Answers vary. Example: Hope and kindness grow when people share them through words and actions. Trap: Grandpa's hair turned silver is a Detail, not the message.

DEFEND Overstated claim. One poem mentions a president's speech, but neither poem says readers should become president. The shared purpose is about sharing hope, not holding office.

YOUR TURN Answers vary. Both poets encourage readers to share hope and help others. A Dream Can Grow: A dream grows stronger when we share. What Will You Give?: Do something good. Give what you can.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“What will you give? the question said. It seemed to circle in my head. I looked at hands that held my pen, Then looked at both of them again.”

How are the purposes of the two poems alike?

- A** Both poems are about the same school classroom
- B** Both poets want readers to memorize the poems word for word
- C** Both poets encourage sharing hope and helping others to make a lasting difference
- D** Both poems describe what a president does every day



AUTHOR'S PURPOSE

The answer is C.

- A Both poems are about the same school classroom**
Misreads the lines. The poems are set in different places and times.
- B Both poets want readers to memorize the poems word for word**
Overstated claim. Neither poem asks readers to memorize anything.
- C Both poets encourage sharing hope and helping others to make a lasting difference **Correct.****
Correct. Both poets use images of sharing, helping, and growing to show that hope and kindness make a difference.
- D Both poems describe what a president does every day**
Misreads the lines. A president is mentioned in one poem, but neither describes a president's daily tasks.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

A central question at the beginning tells the reader what the text will explore.

The author uses the question to organize the ideas that follow.

If I misread the question, I might miss the purpose of the whole text.

THIS WEEK'S FOCUS

Author's Purpose

from “A Place to Grow”

Authors sometimes **begin with a central question** to guide the reader's thinking. STAAR asks: **Why does the author begin with a central question?** Traps this week: **Misreads the lines, Wrong purpose, and Too narrow.**

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice a central question."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice the central question.

Read the opening. What question does the author ask? Why might the author start with this question?

"Where will we get water?"

I CAN | I can notice how an opening question guides the reader.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose why the author begins with a question."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose why the author begins this way.

STAAR asks: **Why** does the author begin with a central question?

"Every community begins in a place."

A To share a riddle • **B** To focus readers on the main idea: geography shapes how communities grow • **C** To test whether readers already know the answer

I CAN | I can choose the reason the author opens with a central question.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how a central question connects to the text."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show how the question connects to the rest.

STAAR asks: **Why does the author begin with a central question?** Show how the question connects to the whole text.

"The answers have been different in different places, but one idea appears again and again: where people live affects how they live."

I CAN | I can explain how the opening question guides the rest of the text.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"In other words, people do not simply live in an environment."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author begins with a question to tell a riddle for fun.** Explain why it is a trap and name the trap.

"Throughout history, people have had to ask important questions before a community could grow."

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Explain the opening on your own.

Go back to the passage. Write why the author begins with a central question. Then write the message.

Go back to the reading.
Write why the author begins with a central question.
Write the message.

I CAN | I can explain why an author begins with a central question and state the message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The author asks where people will get water. This question sets up the rest of the text, which explains how geography helps communities meet their needs.

CHOOSE B. To focus readers on the main idea: geography shapes how communities grow. A is Misreads the lines. C is a trap.

SHOW The author asks questions about water, food, homes, and travel. The rest of the text answers these questions with examples from Egypt, Plymouth, and frontier families. The questions frame the whole text.

OWN Answers vary. Example: People shape their communities by using resources, solving problems, and working together. Trap: People adapted to their environment is a Detail, not the message.

DEFEND Misreads the lines. The questions are not riddles. They are real questions that frame the text's main idea about geography and communities.

YOUR TURN Answers vary. The author begins with questions about water, food, and travel to focus readers on how geography shapes communities. Message: People shape their communities by solving problems and working with what the land provides.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Throughout history, people have had to ask important questions before a community could grow. Where will we get water? How will we find or grow food? What materials can we use for homes? How will we travel? What can we do if our community does not have a resource we need?”

Why does the author begin with a central question?

- A** To focus readers on the idea that geography shapes how communities grow
- B** To share riddles about geography and make readers laugh
- C** To convince readers they should move to a different city
- D** To describe one specific community's buildings and streets



AUTHOR'S PURPOSE

The answer is A.

A To focus readers on the idea that geography shapes how communities grow **Correct.**
Correct. The questions set up the text's main idea: geography affects how communities develop.

B To share riddles about geography and make readers laugh
Misreads the lines. The questions are guiding questions, not riddles.

C To convince readers they should move to a different city
Wrong purpose type. The author is explaining with facts, not convincing anyone to move.

D To describe one specific community's buildings and streets
Too narrow. The text covers many communities, not just one.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

A long text can have one big message that connects all sections.

Each section adds evidence for the same life lesson.

A plausible but unsupported answer sounds good but goes further than the text says.

THIS WEEK'S FOCUS

Author's Purpose

from “People Make the Difference”

A long text can carry **one life lesson across many sections**. The message ties all the parts together. STAAR asks: **Which sentence best states a message in the selection?** Traps this week: **Plausible but unsupported, overreach, Detail, not the message, and Too narrow.**

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

“I can notice clues to a message across sections.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice clues to the message.

Read the sentence. What big life lesson might the author want you to learn from all the sections?

“A community does not need everyone to have the same talent.”

I CAN | I can notice a life lesson that connects many parts of a text.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

“I can choose the message across sections.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Choose the life lesson.

STAAR asks: **Which sentence best states a message in the selection?**

“People decide what to build. People decide what to invent. People decide how to treat one another.”

A Benjamin Franklin was the most important person in history • **B** Everyone should move to a city near a river • **C** Communities grow when people use different talents and ideas to help

I CAN | I can choose the life lesson that connects all sections.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how different sections support the message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show how sections support the message.

STAAR asks: **Which sentence best states a message in the selection?** Show evidence from different sections.

"These people did not contribute in the same way."

I CAN | I can find evidence from multiple sections that proves the life lesson.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"Benjamin Franklin used science and invention."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The message is that Benjamin Franklin was the most important person in history.** Explain why it is a trap and name the trap.

"Franklin studied electricity and asked questions about lightning."

I CAN | I can prove why a message answer is wrong using the text.



AUTHOR'S PURPOSE

Find the message on your own.

Go back to the passage. Write the author's message. Copy one sentence that proves it.

Go back to the reading.
Write the author's message.
Copy one sentence that proves the message.

I CAN | I can explain an author's message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The author shows that communities need many different kinds of people. The life lesson is that everyone can contribute in their own way.

CHOOSE C. Communities grow when people use different talents and ideas to help. A is Plausible but unsupported. B is Overstated claim.

SHOW Franklin used science. Ford changed manufacturing. Wilder preserved memories. King used words. Each section shows a different talent making a difference. Together they prove the message: communities need many types of contributions.

OWN Answers vary. Example: Everyone can strengthen a community by using their own talents and ideas to help. Trap: Franklin used science is a Detail, not the message.

DEFEND Plausible but unsupported, overreach. The text discusses Franklin, but it also discusses many other people. It never says Franklin was the most important person.

YOUR TURN Answers vary. Message: Communities grow stronger when people use their different talents and ideas to help. Proof: A community does not need everyone to have the same talent.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“These people did not contribute in the same way. That may be the most important idea of all. A community does not need everyone to have the same talent. It needs people who are willing to use different talents for useful purposes. One person may build. Another may teach. Another may invent. Another may paint.”

Which sentence best states a message in the selection?

- A** Benjamin Franklin invented the lightning rod in the 1700s
- B** Communities grow stronger when people use their different talents and ideas to help
- C** Only scientists can improve a community
- D** Carmen Lomas Garza painted scenes of family life



AUTHOR'S PURPOSE

The answer is B.

A Benjamin Franklin invented the lightning rod in the 1700s

Detail, not the message. This is a fact about one invention.

B Communities grow stronger when people use their different talents and ideas to help **Correct.**

Correct. The text shows that many different people, using different talents, all help communities grow.

C Only scientists can improve a community

Plausible but unsupported, overreach. The text shows many types of people helping, not just scientists.

D Carmen Lomas Garza painted scenes of family life

Detail, not the message. This is a fact about one artist.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

Even a short research source has a purpose.

The purpose of a research source is usually to explain a topic.

If my answer names a wrong purpose or is too narrow, I need to look at the whole text.

THIS WEEK'S FOCUS

Author's Purpose

from “What Helps a Community Grow?”

A **research source** has a purpose just like any other text. The author wrote it to explain a topic. STAAR asks: **What is the most likely reason the author wrote this selection?** Traps this week: **Wrong purpose type**, **Too narrow**, and **Misreads the lines**.

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice clues to the author's purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice the author's clues.

Read the sentence. What purpose clues do you see? Is the author explaining with facts, convincing, or engaging?

"Communities can be found near rivers, forests, plains, coastlines, and many other places."

I CAN | I can notice words that show why the author wrote a research source.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the author's main purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the main purpose.

STAAR asks: What is the most likely reason the author wrote this selection?

"People need water for drinking, cooking, farming, and caring for animals."

A To explain how geography helps communities meet their needs • **B** To convince readers to move near a river • **C** To share a funny story about farms

I CAN | I can choose the purpose that fits the whole text and skip the traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show the purpose with evidence."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show the purpose with evidence.

STAAR asks: **What is the most likely reason the author wrote this selection?** Show evidence.

"When a resource is scarce, people may trade with another community."

I CAN | I can use the author's own words to prove the purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"Even small actions can improve a community."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author wrote this to convince readers to move near a river.** Explain why it is a trap and name the trap.

"Rivers can also help people travel."

I CAN | I can prove why a purpose answer is wrong using the text.



AUTHOR'S PURPOSE

Find the purpose on your own.

Go back to the passage. Write the author's main purpose and message. Copy one sentence that proves the purpose.

Go back to the reading.
Write the author's purpose and message.
Copy one sentence that proves the purpose.

I CAN | I can explain an author's purpose and message and prove it with a sentence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **Explain with facts.** The author gives facts about where communities are found. There is no story and no opinion.

CHOOSE **A.** to explain how geography helps communities meet their needs. B is Wrong purpose type. C is Wrong purpose type.

SHOW **The author explains readers by giving facts about water, resources, and trade.** Each section explains how geography helps communities meet needs.

OWN **Answers vary.** Example: People make communities work by solving problems and helping each other. Trap: People traded resources is a Detail, not the message.

DEFEND **Wrong purpose type.** The author gives facts about rivers but does not tell readers to move near one. The purpose is to explain, not convince.

YOUR TURN **Answers vary.** Purpose: to explain how geography helps communities meet their needs. Message: People make communities work by solving problems together. Proof: People build homes, grow food, create rules, solve problems, start businesses, invent useful things, and help their neighbors.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“People need water for drinking, cooking, farming, and caring for animals. Rivers can also help people travel. Ancient Egyptians built many communities near the Nile River. The Nile provided water and fish. Floodwaters also left behind fertile soil that helped farmers grow crops.”

What is the most likely reason the author wrote this selection?

- A** To share a story about ancient farmers
- B** To convince readers to become archaeologists
- C** To describe only one community in detail
- D** To explain how geography helps communities meet their needs



AUTHOR'S PURPOSE

The answer is D.

- A To share a story about ancient farmers**
Wrong purpose type. The text gives facts, not a made-up story.
- B To convince readers to become archaeologists**
Wrong purpose type. The author is explaining with facts, not convincing readers to choose a career.
- C To describe only one community in detail**
Too narrow. The text discusses many communities, not just one.
- D To explain how geography helps communities meet their needs **Correct.****
Correct. The author uses facts about water, resources, and trade to explain how geography shapes communities.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author's purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

A capstone is the final test of everything you have learned.

You must explain purpose, message, and evidence all together.

If my answer only works for one small group, it is Too narrow audience.

THIS WEEK'S FOCUS

Author's Purpose

from “Small Choices, Strong Communities”

The **capstone** week brings everything together. You explain both the **purpose** and the **message** with evidence in a short response. STAAR asks: **Explain the author's purpose and message with evidence.** Traps this week: **Too narrow audience**, **Detail**, not the **message**, and **Plausible but unsupported**.

This deck teaches **author's purpose** the **STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

“I can notice clues to both purpose and message.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Notice purpose and message clues.

Read the sentence. What clue does it give about the purpose? What clue does it give about the message?

“Every community has problems to solve.”

I CAN

I can notice words that point to why the author wrote and what lesson the author teaches.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

“I can choose the author's main purpose.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Choose the purpose.

STAAR asks: **Explain the author's purpose and message with evidence.** First, choose the purpose.

“Strong communities need inventors, scientists, artists, leaders, volunteers, neighbors, and children who are willing to help.”

A To convince only scientists to join a community • **B** To explain how people's choices help communities grow • **C** To share a funny story about volunteering

I CAN | I can choose the purpose that fits the whole text and skip the traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show both the purpose and the message with evidence.”

EXACT TEKS WORDING

“explain the author's purpose and message within a text”

Show both purpose and message with evidence.

STAAR asks: **Explain the author's purpose and message with evidence.** Find evidence for each.

“Each action begins with a choice.”

I CAN | I can use the author's own words to prove both the purpose and the message.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"A student might welcome someone who is new."

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The message is that only scientists and inventors can help communities.** Explain why it is a trap and name the trap.

"People do not have to become famous to make a difference."

I CAN | I can prove why a message answer is wrong using the text.



AUTHOR'S PURPOSE

Write the capstone response.

Go back to the passage. Write a short response explaining the author's purpose and message. Use evidence from the text.

Go back to the reading.
Write a short response.
Explain the purpose and message.
Use evidence from the text.

I CAN | I can explain the author's purpose and message with evidence in a complete short response.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE Purpose clue: explain with facts, the author gives facts about communities and problem-solving. Message clue: communities grow when people work together to solve problems.

CHOOSE B. to explain how people's choices help communities grow. A is Too narrow audience. C is a trap.

SHOW Purpose: to explain how people help communities. Evidence: the text gives examples of Franklin, Garza, and volunteers. Message: everyone can strengthen a community through their own choices and actions.

OWN Answers vary. Example: Every person can make a community stronger by choosing to help. Trap: A student might welcome someone new is a Detail, not the message.

DEFEND Too narrow audience. The text lists many types of helpers: artists, volunteers, neighbors, children. The real message is that everyone can help, not just scientists and inventors.

YOUR TURN Answers vary. Purpose: to explain how people's choices and actions help communities grow. Evidence: the text gives examples of Franklin solving a problem, Garza preserving culture, and students welcoming others. Message: Every person can make a community stronger by choosing to help.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“People do not have to become famous to make a difference. A student might welcome someone who is new. A volunteer might help at an animal shelter. Neighbors might work together to clean a park. Citizens might listen to different ideas before voting on a community question. Each action begins with a choice.”

Which sentence best states a message in the selection?

- A** Only famous people can improve the communities where they live
- B** Every person can help strengthen a community through choices and actions
- C** Parks should be cleaned every single day without exception
- D** Volunteers are always more important than scientists or artists



AUTHOR'S PURPOSE

The answer is B.

- A** **Only famous people can improve the communities where they live**
Too narrow audience. The text says people do not have to be famous to help.
- B** **Every person can help strengthen a community through choices and actions **Correct.****
Correct. The text shows that many different people, from students to volunteers to citizens, can all help.
- C** **Parks should be cleaned every single day without exception**
Plausible but unsupported. The text mentions cleaning a park but does not say it should happen daily.
- D** **Volunteers are always more important than scientists or artists**
Plausible but unsupported. The text does not rank volunteers above scientists.

