

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.

The purpose is about this text. The message is a big life lesson that is true beyond this text.

STAAR asks why the author wrote the text, so I check whether the answer fits the whole text.

THIS WEEK'S FOCUS

Author's Purpose

from “Dream”

The **author's purpose** is why the author wrote this text: to **inform**, to **persuade**, or to **entertain**. A story can entertain and teach at the same time. STAAR asks: **What is the most likely reason the author wrote this selection?** Traps this week: **Wrong purpose type** picks the wrong category entirely.

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.

“Everywhere I looked, people stood shoulder to shoulder.”

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 most likely reason for writing."

EXACT TEKS WORDING

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

Choose the most likely reason.

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

"I imagined schools where every child was welcomed."

A To entertain with a story about a child at a speech • **B** To persuade readers to attend speeches • **C** To inform readers about the Lincoln Memorial

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.

The author includes paragraph 12 most likely to do what? Show your thinking.

"I imagined neighborhoods where people were judged by their kindness instead of the color of their skin."

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.

"His voice was strong and steady."

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 readers about the history of the Lincoln Memorial.** Explain why it is a trap and name the trap.

"Some carried signs. Some sang songs."

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 it.

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

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



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **Entertain.** The author uses a character's voice and describes a scene from a story. There is no opinion to convince us and no list of facts.

CHOOSE **A.** To entertain with a story about a child at a speech. B is Wrong purpose type, the author never tries to convince us to attend. C is Wrong purpose type, the author never tries to convince us to attend.

SHOW **To show what the child imagined after hearing the speech.** This paragraph lets readers feel the hope the child carries.

OWN **Answers vary.** Example: A powerful idea can inspire anyone, even a child, to work for a better world. Trap: The speech was about freedom is a Detail, not the message.

DEFEND **Wrong purpose type.** The text tells a personal story, not a list of facts about a building. The Lincoln Memorial is the setting, not the topic.

YOUR TURN **Answers vary.** Purpose: to share a story with a story about a child who attends a famous speech and learns that a dream can belong to everyone.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"I imagined schools where every child was welcomed. I imagined neighborhoods where people were judged by their kindness instead of the color of their skin. I imagined growing up in a country that kept becoming better."

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

- A** To teach readers about the history of speeches
- B** To share a story with a story about a child inspired by a dream
- C** To convince readers to visit Washington, D.C.
- D** To describe how protests are organized



AUTHOR'S PURPOSE

The answer is B.

- A To teach readers about the history of speeches**
Wrong purpose type. The text tells a personal story, not a list of facts about speeches.
- B To share a story with a story about a child inspired by a dream **Correct.****
The text tells a child's story about attending a speech that inspires hope and imagination.
- C To convince readers to visit Washington, D.C.**
Wrong purpose type. The author never tries to convince readers to visit a place.
- D To describe how protests are organized**
Wrong purpose type. The text does not explain steps for organizing anything.



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 about this text. The message is a big life lesson true beyond this text.

A fact or event from the passage is a detail, not the message.

STAAR asks which sentence best states a message, so I look for a lesson for everyone.

THIS WEEK'S FOCUS

Author's Purpose

from “Dream”

The **author's purpose** is why the author wrote this text. The **message** is a big life lesson that reaches 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 selection?** Traps this week: **Detail, not the message** picks a passage fact instead of a life lesson.

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 the author's clues.

Read the sentence. What clue does it give about the author's **purpose** or **message**?

“Big changes can begin with a dream, and even a child can help carry it forward.”

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



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the sentence that states a message.

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

"I was only eight years old, and I had never seen so many people gathered in one place."

A The August sun felt hot on my face. • **B** A dream can belong to everyone. • **C** The crowd became quiet.

I CAN | I can choose the message and skip Detail, not the message traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how a paragraph connects to the message."

EXACT TEKS WORDING

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

Show how a paragraph connects to the message.

How does paragraph 20 help the reader understand the **message**?

"Suddenly, the speech felt different. It was not only about grown-ups or laws or things that had happened before I was born. It was about children like me."

I CAN | I can explain how one paragraph helps readers understand 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: **Which sentence best states a message in the selection?** This sentence is a detail, not the message. Use it as a clue.

"I held Mama's hand tightly as we moved through the enormous crowd."

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 child went to the Lincoln Memorial on a hot day.** Explain why it is a trap and name the trap.

"The August sun felt hot on my face."

I CAN | I can prove why a purpose 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 the message.

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 This sentence is a life lesson. It says dreams lead to big changes, and even children can help. It works beyond this story.

CHOOSE B. A dream can belong to everyone.. A is Detail, not the message, it tells about the weather. C is Detail, not the message, it tells what the crowd did.

SHOW Paragraph 20 shows the moment the child realizes the dream includes everyone, even children. This connects to the message that a dream can belong to everyone.

OWN Answers vary. Example: One inspiring idea can change how a person sees the future. Trap: The child went to a speech is a Detail, not the message.

DEFEND Detail, not the message. Going to the Lincoln Memorial on a hot day is something that happened in the story. It is not a lesson for everyone.

YOUR TURN Answers vary. Message: A dream can belong to everyone and even a child can help carry it forward. Proof: Big changes can begin with a dream, and even a child can help carry it forward.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“I was only eight years old, but that day I learned something I would never forget. Big changes can begin with a dream, and even a child can help carry it forward.”

Which sentence best states a message in the selection?

- A** The crowd became quiet when Dr. King stepped forward to speak.
- B** Mama gave the child a small smile and squeezed her hand.
- C** Big changes can begin with a dream, and even a child can help.
- D** The child was eight years old at the time of the speech.



AUTHOR'S PURPOSE

The answer is C.

- A** **The crowd became quiet when Dr. King stepped forward to speak.**
Detail, not the message. This tells what the crowd did during the speech.
- B** **Mama gave the child a small smile and squeezed her hand.**
Detail, not the message. This describes one small action from the story.
- C** **Big changes can begin with a dream, and even a child can help. Correct.**
This is a life lesson true for everyone, not just the characters.
- D** **The child was eight years old at the time of the speech.**
Detail, not the message. This tells the child's age, not a 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?

An author can entertain readers while also teaching a lesson.

When STAAR asks why the author tells the story a certain way, I think about the bigger reason.

A Too narrow answer picks one small part and misses the whole point.

THIS WEEK'S FOCUS

Author's Purpose

from “Serve”

Sometimes an author writes a **story that teaches**. The purpose may be to entertain, but the author also wants readers to learn something. STAAR asks: **Why does the author tell about President Kennedy through Grandpa?** Traps this week: **Too narrow** picks one small detail instead of the bigger reason.

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 about how the author tells the story."

EXACT TEKS WORDING

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

Notice the author's clues.

Read the sentence. What does it tell you about **why** the author chose to tell this story through an interview?

"For my school project, I was interviewing him about the years he worked in President John F. Kennedy's administration."

I CAN | I can notice why the author chose to tell a story a certain way.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

“I can choose the bigger reason the author tells the story this way.”

EXACT TEKS WORDING

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

Choose why the author tells the story through Grandpa.

STAAR asks: **Why** does the author tell about President Kennedy through Grandpa?

“President Kennedy wanted Americans to think about something important: serving others.”

A To list every law Kennedy signed • **B** To explain what a recorder does • **C** To show how service can be passed from one generation to the next

I CAN | I can choose the answer that fits the whole text and skip Too 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 paragraph.

Why does the author include paragraph 9 most likely? Show your thinking.

"A few months later, Grandpa watched that idea grow through the Peace Corps."

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.

"Grandpa smiled."

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 tells about Kennedy through Grandpa to explain what a recorder does.** Explain why it is a trap and name the trap.

“I switched off my recorder.”

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 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 The author uses an interview between a grandchild and grandpa. This makes the history feel personal and real.

CHOOSE C. To show how service can be passed from one generation to the next. A is Too narrow, the text never lists laws. B is Too narrow, the recorder is a small detail.

SHOW To show that Kennedy's idea about service became real. The Peace Corps proves that words can turn into action.

OWN Answers vary. Example: Service begins whenever you notice someone who needs help and decide to do something. Trap: Grandpa worked for Kennedy is a Detail, not the message.

DEFEND Too narrow. The recorder is a small detail. The bigger reason is to show how service passes from one generation to the next.

YOUR TURN Answers vary. Purpose: to share a story with a story about a child who learns about service from Grandpa. Message: A better world begins when we ask, What can I give? Proof: Service begins whenever you notice someone who needs help and decide to do something.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Especially kids. Service begins whenever you notice someone who needs help and decide to do something.”

Why does the author tell about President Kennedy through Grandpa?

- A** To describe every speech Kennedy gave to the public.
- B** To explain how a school project about history works.
- C** To list the countries the Peace Corps visited overseas.
- D** To show how the idea of service passes across generations.



AUTHOR'S PURPOSE

The answer is D.

- A To describe every speech Kennedy gave to the public.**
Too narrow. The text does not list Kennedy's speeches.
- B To explain how a school project about history works.**
Too narrow. The school project is a small detail, not the bigger reason.
- C To list the countries the Peace Corps visited overseas.**
Too narrow. The Peace Corps countries are not listed or the main focus.
- D To show how the idea of service passes across generations. Correct.**
The interview lets Grandpa pass the idea of service to the grandchild.



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 if it points to the big life lesson.

Misreads the lines means the answer changes what the text really says.

STAAR asks which detail best supports the message, so I match details to the lesson.

THIS WEEK'S FOCUS

Author's Purpose

from “Serve”

Authors include **details** to support a bigger idea. Some details point to the **message**, a big life lesson. STAAR asks: **Which detail best supports the author's message?** Traps this week: **Misreads the lines** 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 support the message."

EXACT TEKS WORDING

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

Notice the author's clues.

Read the sentence. Does this detail support the **message** about service? How?

"He wanted us to think about what we could give."

I CAN | I can notice how a detail connects to the big life lesson.



AUTHOR'S PURPOSE

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 detail that best supports the message.

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

"A speech is only words unless people decide to live by the ideas in it."

A I opened my notebook and clicked my pen. • **B** Kids can serve too. • **C** He cared about many things.

I CAN | I can choose the detail that connects to the big life lesson and skip the traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show how a detail supports the message.

How does the detail in paragraph 24 support the **message**? Show your thinking.

“Young Americans volunteered to travel to other countries, where they worked alongside communities as teachers, helpers, health workers, and friends.”

I CAN | I can explain how one detail helps prove the author's 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.

"I placed my recorder on the table between us."

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 Kennedy made everyone serve in the Peace Corps.** Explain why it is a trap and name the trap.

"Helping, caring, and choosing to give something of yourself."

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



AUTHOR'S PURPOSE

Find the message on your own.

Go back to the passage. Write the message. Find one detail that best supports it.

Go back to the reading.
Write the author's message.
Find one detail that best supports it.

I CAN | I can explain an author's message and find a detail that supports it.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE Yes, this detail supports the message. It shows that Kennedy wanted people to focus on giving, which connects to the lesson about service.

CHOOSE B. Kids can serve too.. A is Too broad, it does not point to service. C is Too broad, it does not point to service.

SHOW This detail shows people choosing to serve others far from home. It proves that service can mean helping anyone, anywhere.

OWN Answers vary. Example: A better world starts when each person chooses to help. Trap: The child recorded an interview is a Detail, not the message.

DEFEND Misreads the lines. The text says people volunteered. Kennedy did not force everyone to join. The answer changes what the text says.

YOUR TURN Answers vary. Message: A better world starts when each person chooses to help. Detail: Kids can serve too. You can help a classmate, welcome someone new, pick up litter, share what you have, or notice when someone needs encouragement.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Helping, caring, and choosing to give something of yourself.”

Which detail best supports the author's message?

A I opened my notebook and clicked my pen to start writing.

B Those were exciting days in the White House, Grandpa said.

C Kids can serve too, like helping a classmate or welcoming someone.

D I placed my recorder on the table between us for the interview.



AUTHOR'S PURPOSE

The answer is C.

- A I opened my notebook and clicked my pen to start writing.**
Misreads the lines. A notebook and pen are tools, not an example of service.
- B Those were exciting days in the White House, Grandpa said.**
Misreads the lines. Calling the days exciting does not connect to service.
- C Kids can serve too, like helping a classmate or welcoming someone. Correct.**
This detail shows real ways kids can serve, proving the message.
- D I placed my recorder on the table between us for the interview.**
Misreads the lines. A recorder is a tool, not a detail about service.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Informational texts give facts, not opinions or stories.

The purpose of an informational text is usually to inform or explain.

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

THIS WEEK'S FOCUS

Author's Purpose

from “A Promise Written Long Ago”

An **informational text** gives facts and explanations. The author's purpose is usually to **inform**. STAAR asks: **What is the most likely reason the author wrote this selection?** Traps this week: **Wrong purpose type** names a purpose the author is not using.

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.

"The Magna Carta was important because it limited the king's power."

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 most likely reason for writing.”

EXACT TEKS WORDING

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

Choose the most likely reason.

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

“Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly.”

A To inform readers about why the Magna Carta matters • **B** To tell a funny story about a king • **C** To persuade readers to visit England

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.

Why does the author include paragraph 5 most likely? Show your thinking.

"Hundreds of years later, the ideas from the Magna Carta influenced other governments."

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 barons wanted the king to follow rules.”

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 share a story readers with a funny story about a king.** Explain why it is a trap and name the trap.

"Many people, especially powerful landowners called barons, were unhappy with how he treated them."

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 Inform. The author gives a fact about what the Magna Carta did. There is no story and no opinion to convince us.

CHOOSE A. To inform readers about why the Magna Carta matters. B is Wrong purpose type, the author never tries to convince readers to travel. C is Wrong purpose type, the author never tries to convince readers to travel.

SHOW To show that the Magna Carta's ideas lasted for hundreds of years and influenced other countries. This helps readers see why it still matters.

OWN Answers vary. Example: Rules should apply to everyone, and people deserve to be treated fairly. Trap: The barons forced King John to sign the Magna Carta is a Detail, not the message.

DEFEND Wrong purpose type. The text gives facts about history. There is no funny story. The author explains, not tells a story.

YOUR TURN Answers vary. Purpose: to teach readers about the Magna Carta and why it matters. Message: Rules should apply to everyone. Proof: The Magna Carta was important because it limited the king's power.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly.”

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

- A** To share a story readers with a story about a castle
- B** To teach readers about a document that changed how people think about fairness
- C** To describe how to write a document
- D** To convince readers to become lawyers



AUTHOR'S PURPOSE

The answer is B.

- A To share a story readers with a story about a castle**
Wrong purpose type. The text gives facts about the Magna Carta, not a castle story.
- B To teach readers about a document that changed how people think about fairness **Correct.****
Wrong purpose type. The author never tries to convince readers to become lawyers.
- C To describe how to write a document**
Wrong purpose type. The text does not explain how to write anything.
- D To convince readers to become lawyers**
Wrong purpose type. The author never tries to convince readers to become lawyers.



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 an informational text has a job.

STAAR asks why the author includes a paragraph, so I think about the paragraph's bigger job.

A Too narrow answer picks one small detail instead of the paragraph's real job.

THIS WEEK'S FOCUS

Author's Purpose

from “A Promise Written Long Ago”

Each **paragraph** in an informational text has a job. Some paragraphs give background. Some give examples. Some explain results. STAAR asks: **Why does the author include paragraph 2?** Traps this week: **Too narrow** picks one detail from the paragraph instead of its bigger job.

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 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?

"England was very different in the early 1200s."

I CAN | I can notice how a paragraph helps the whole article.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose why the author includes paragraph 2.

STAAR asks: Why does the author include paragraph 2?

"Most people worked on farms and lived in small villages."

A To explain why villages were small • **B** To describe how farms worked • **C** To help readers understand what England was like before the Magna Carta

I CAN | I can choose the paragraph's bigger job and skip Too 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 paragraph.

Why does the author include paragraph 5 most likely? Show your thinking.

"They wanted clear limits on the king's authority."

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.

"King John faced many challenges during his time as ruler."

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 how farms worked in England.** Explain why it is a trap and name the trap.

"Kings held a great deal of power and made many decisions for the country."

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



AUTHOR'S PURPOSE

Find the paragraph's job on your own.

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

**Go back to the reading.
Pick one paragraph.
Explain its job and how it helps the purpose.**

I CAN | I can explain a paragraph's job and connect it to the author's purpose.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This paragraph gives background. It helps readers understand what life was like before the Magna Carta.

CHOOSE C. To help readers understand what England was like before the Magna Carta. A is Too narrow, farms are one detail. B is Too narrow, farms are one detail.

SHOW To explain what the barons wanted at Runnymede. It shows their goal was to limit the king's power, which leads to the Magna Carta.

OWN Answers vary. Example: When people work together to demand fairness, they can change how leaders use power. Trap: King John collected heavy taxes is a Detail, not the message.

DEFEND Too narrow. Farms are one detail in paragraph 2. The bigger job is to give background about England before the Magna Carta.

YOUR TURN Answers vary. Example: Paragraph 7 explains that the idea of a king following laws was new. Its job is to show why the Magna Carta was so important.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“England was very different in the early 1200s. Most people worked on farms and lived in small villages. Kings held a great deal of power and made many decisions for the country. People were expected to follow the king's orders, even if they did not agree with them.”

Why does the author include paragraph 2?

- A** To show how farms grew crops in English villages long ago.
- B** To explain how to grow crops in England during the 1200s.
- C** To describe the reasons villages in England stayed small.
- D** To help readers understand life in England before the Magna Carta.



AUTHOR'S PURPOSE

The answer is D.

- A To show how farms grew crops in English villages long ago.**
Too narrow. Farming is one detail, not the paragraph's main job.
- B To explain how to grow crops in England during the 1200s.**
Too narrow. The author is not explaining how to grow crops.
- C To describe the reasons villages in England stayed small.**
Too narrow. Village size is one small part, not the full picture.
- D To help readers understand life in England before the Magna Carta. **Correct.****
Paragraph 2 gives background about England so readers understand what led to the Magna Carta.



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 big life lesson true for people anywhere.

An Overstated claim goes too far and says more than the text supports.

STAAR asks which sentence best states a message, so I check that the message fits the text.

THIS WEEK'S FOCUS

Author's Purpose

from “A Promise Written Long Ago”

A **message** is a big life lesson that reaches beyond the passage. It is true for people anywhere, not just in this text. STAAR asks: **Which sentence best states a message in the selection?** Traps this week: **Overstated claim** says more than the text actually supports.

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 the author's clues.

Read the sentence. Does it point to a **big life lesson** about fairness?

“People were tired of unfair treatment and wanted change.”

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



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the sentence that states a message.

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

"The barons wanted the king to follow rules."

A Standing up for fairness can create changes that last for many years. • **B** All governments today are perfect because of the Magna Carta. • **C** King John ruled England in 1215.

I CAN | I can choose the message and skip Overstated claim traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how a paragraph connects to the message.”

EXACT TEKS WORDING

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

Show how a paragraph connects to the message.

How does paragraph 11 help the reader understand the **message**?

“This idea was unusual because kings often had more authority than anyone else in the country.”

I CAN | I can explain how one paragraph helps readers understand 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: **Which sentence best states a message in the selection?** This sentence is a detail, not the message. Use it as a clue.

"King John had been ruling England for several years when problems began to grow."

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 Magna Carta solved every problem in England forever.** Explain why it is a trap and name the trap.

"The Magna Carta did not solve every problem in England."

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



AUTHOR'S PURPOSE

Find the message on your own.

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

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

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 Yes, this sentence points to a message about fairness. People wanted change because they were treated unfairly. The life lesson is that people will work for fairness.

CHOOSE A. Standing up for fairness can create changes that last for many years.. B is Overstated claim, the text never says all governments are perfect. C is Overstated claim, the text never says all governments are perfect.

SHOW Paragraph 11 explains that the idea of a king following laws was new. It shows that standing up for fairness was difficult, which makes the lasting change more meaningful.

OWN Answers vary. Example: When people stand together for what is right, the changes they make can last for generations. Trap: The barons met at Runnymede is a Detail, not the message.

DEFEND Overstated claim. The text says the Magna Carta did not solve every problem. Saying it solved everything goes too far.

YOUR TURN Answers vary. Message: Standing up for fairness can create changes that last for many years. Proof: Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"The Magna Carta did not solve every problem in England. In fact, conflicts continued after it was sealed. Some parts of the agreement were ignored, challenged, or revised over time. However, the ideas contained within the document continued to grow in importance."

Which sentence best states a message in the selection?

- A** Standing up for fairness can lead to changes that help people for many years.
- B** The Magna Carta fixed every unfair law in the world.
- C** King John collected heavy taxes from the people.
- D** The barons met the king at Runnymede.



AUTHOR'S PURPOSE

The answer is A.

A Standing up for fairness can lead to changes that help people for many years. Correct.
Detail, not the message. This tells where the meeting happened, not a life lesson.

B The Magna Carta fixed every unfair law in the world.
Overstated claim. The text says problems continued. It never says every unfair law was fixed.

C King John collected heavy taxes from the people.
Detail, not the message. This is a fact about taxes, not a lesson for all people.

D The barons met the king at Runnymede.
Detail, not the message. This tells where the meeting happened, 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 short response means I write my answer in sentences, not just pick a letter.

I need to name the purpose and prove it with evidence from the text.

A Plausible but unsupported answer sounds right but the text does not support it.

THIS WEEK'S FOCUS

Author's Purpose

from “A Promise Written Long Ago”

A **short response** asks you to explain the author's purpose using **evidence**. You write a few sentences that name the purpose and prove it with details from the text. STAAR asks: **Explain the author's purpose. Use evidence.** Traps this week: **Plausible but unsupported** sounds right but has no proof in the text.

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 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 **evidence** does it give about the author's purpose?

"More than 800 years have passed since the Magna Carta was sealed at Runnymede."

I CAN | I can find evidence that proves why the author wrote this text.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the best evidence for the purpose."

EXACT TEKS WORDING

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

Choose the best evidence for the purpose.

Which sentence is the best **evidence** for the author's purpose?

"Its ideas have shaped governments, inspired leaders, and helped protect the rights of citizens for generations."

A The Magna Carta was signed in England. • **B** Its ideas shaped governments and protected rights. • **C** The barons met King John at Runnymede.

I CAN | I can choose evidence that proves the purpose and skip weak evidence.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can write a short response about the author's purpose using evidence.”

EXACT TEKS WORDING

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

Show your short response.

Write a short response: Explain the author's **purpose**. Use **evidence** from the text.

“Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly.”

I CAN | I can explain the purpose and prove it with details from 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.

"Courts continue to rely on laws and legal procedures to help ensure fairness."

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 every country in the world follows the Magna Carta today.** Explain why it is a trap and name the trap.

"Scholars, lawmakers, and political leaders studied its principles and applied them in new situations."

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



AUTHOR'S PURPOSE

Write your short response.

Go back to the passage. Write a short response: Explain the author's purpose and message. Use evidence from the text.

Go back to the reading.
Write a short response:
Explain the author's purpose and message.
Use evidence from the text.

I CAN | I can explain an author's purpose and message using evidence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This sentence shows the Magna Carta has lasted a very long time. It is evidence that the author's purpose is to inform readers about a document with lasting importance.

CHOOSE B. Its ideas shaped governments and protected rights.. A is Too narrow, it only tells the location. C is Too narrow, it only names the meeting.

SHOW The author's purpose is to teach readers about the Magna Carta and why it still matters. Evidence: The text says its ideas have shaped governments and helped protect citizens for generations.

OWN Answers vary. Example: Fair laws protect people and help communities trust their leaders. Trap: The U.S. Constitution limits power is a Detail, not the message.

DEFEND Plausible but unsupported message. The text says many governments studied its ideas, not that every country follows it. The answer sounds right but has no proof.

YOUR TURN Answers vary. The author's purpose is to teach readers about the Magna Carta. The message is that fair laws protect people. Evidence: The text says rules should apply to everyone and that people deserve to be treated fairly.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“More than 800 years have passed since the Magna Carta was sealed at Runnymede. Yet its message remains relevant. It reminds people that laws should apply to everyone, leaders should be accountable for their actions, and citizens deserve protection under the law.”

What message does the author want readers to understand?

- A** Every government in the world is now perfect and fair.
- B** The Magna Carta was written by the barons at Runnymede.
- C** Fair laws help protect people and should apply to everyone.
- D** King John was a very popular ruler who people admired.



AUTHOR'S PURPOSE

The answer is C.

Every government in the world is now perfect and fair.

- A** Plausible but unsupported message. The text says many governments studied the ideas, not that all are perfect.

The Magna Carta was written by the barons at Runnymede.

- B** Detail, not the message. This is a fact about who was involved.

Fair laws help protect people and should apply to everyone. Correct.

- C** This is a life lesson true for everyone: fair laws protect people.

King John was a very popular ruler who people admired.

- D** Misreads the lines. The text shows King John was unpopular.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

An informational text teaches readers about a topic using facts.

When the author gives facts about energy, the purpose is to inform.

A Wrong purpose type trap picks a purpose the author is not using.

THIS WEEK'S FOCUS

Author's Purpose

from “The Energy We Use Everyday”

An author can **inform** by giving facts about how things work. The purpose is to help readers understand a topic. STAAR asks: **What is the most likely reason the author wrote this selection?**

Traps this week: **Wrong purpose type** names persuade or entertain when the author is informing.

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.

"Renewable resources can be replaced over time and used again."

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 most likely reason for writing."

EXACT TEKS WORDING

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

Choose the most likely reason.

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

"Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use."

A To entertain with a story about a solar panel • **B** To persuade readers to stop using electricity • **C** To inform readers about different types of energy resources

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.

Why does the author include paragraph 4 most likely? Show your thinking.

"Other resources are known as nonrenewable."

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.

"Some of these resources are called renewable."

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 never use nonrenewable energy.** Explain why it is a trap and name the trap.

"Nonrenewable resources provide a large and steady supply of energy, which makes them useful."

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 Inform. The author gives a fact about renewable resources. There is no story and no opinion trying to convince us.

CHOOSE C. To inform readers about different types of energy resources. A is Wrong purpose type, the author never says stop using electricity. B is Wrong purpose type, the author never says stop using electricity.

SHOW To introduce nonrenewable resources after explaining renewable ones. This helps readers compare the two types.

OWN Answers vary. Example: Understanding how resources work helps people make responsible choices. Trap: Solar energy depends on sunlight is a Detail, not the message.

DEFEND Wrong purpose type. The text explains both advantages and disadvantages. The author explains, not convinces. The text even says nonrenewable resources are useful.

YOUR TURN Answers vary. Purpose: to teach readers about renewable and nonrenewable energy resources. Message: understanding resources helps people make responsible choices. Proof: Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use.”

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

- A** To explain the advantages and disadvantages of energy resources.
- B** To tell a story about a solar panel factory that opened.
- C** To convince readers to stop driving cars every day.
- D** To describe the steps for building a wind turbine at home.



AUTHOR'S PURPOSE

The answer is A.

A To explain the advantages and disadvantages of energy resources. Correct.
The text gives facts about renewable and nonrenewable resources and their trade-offs.

B To tell a story about a solar panel factory that opened.
Wrong purpose type. The text has no story about a factory.

C To convince readers to stop driving cars every day.
Wrong purpose type. The author never tries to convince readers to stop driving.

D To describe the steps for building a wind turbine at home.
Wrong purpose type. The text does not give instructions for building anything.



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 begin with a question to hook readers and set up the topic.

The question makes readers curious and ready to learn.

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

THIS WEEK'S FOCUS

Author's Purpose

from “The Energy We Use Everyday”

Authors sometimes begin with a **question** to grab the reader's attention and set up the topic. STAAR asks: **Why does the author begin with a question?** Traps this week: **Misreads the lines** changes what the text actually says about the question's job.

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 the author begins with a question."

EXACT TEKS WORDING

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

Notice the author's clues.

Read the sentence. Why does the author **begin** with this question?

"Have you ever wondered where the energy you use each day comes from?"

I CAN | I can notice how an opening question helps the 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 with a question.

STAAR asks: **Why** does the author begin with a question?

“When you turn on lights, charge a device, watch television, or travel in a car, you are using energy produced from natural resources found on Earth.”

A To test whether readers already know the answer • **B** To hook readers and introduce the topic of energy resources • **C** To tell readers the article is a quiz

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



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how the opening question connects to the whole article.”

EXACT TEKS WORDING

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

Show how the question connects to the article.

How does the opening question connect to the rest of the article? Show your thinking.

“Energy is an important part of daily life.”

I CAN | I can explain how an author's choice at the beginning 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. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"Solar panels collect energy from sunlight and turn it into electricity."

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 because the article is a quiz and readers must pass it.** Explain why it is a trap and name the trap.

"People use it at home, at school, and at work."

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



AUTHOR'S PURPOSE

Explain the question's job on your own.

Go back to the passage. Explain why the author begins with a question. How does it help the purpose?

Go back to the reading.
Explain why the author begins with a question.
How does it help the purpose?

I CAN | I can explain why an author begins with a question and how it helps the purpose.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The question makes readers curious about **energy**. It hooks them into reading by making them think about something they use every day.

CHOOSE B. To hook readers and introduce the topic of energy resources. A is Misreads the lines, the author is not testing readers. C is Misreads the lines, the article is not a quiz.

SHOW The question asks where energy comes from. The rest of the article answers by explaining renewable and nonrenewable resources. The question sets up everything that follows.

OWN Answers vary. Example: Learning about resources helps people make choices that protect the planet. Trap: Wind turbines use moving air is a Detail, not the message.

DEFEND Misreads the lines. The text is an article, not a quiz. The question is a writing tool that grabs attention, not a test question.

YOUR TURN Answers vary. The author begins with a question to grab readers' attention and make them think about where their energy comes from. It helps the purpose by setting up the topic that the article will explain.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, watch television, or travel in a car, you are using energy produced from natural resources found on Earth.”

Why does the author begin with a question?

- A** To tell readers they must answer the question before reading
- B** To hook readers and make them curious about where energy comes from
- C** To convince readers to turn off their lights
- D** To share a story readers with a riddle



AUTHOR'S PURPOSE

The answer is B.

- A To tell readers they must answer the question before reading**
Misreads the lines. The text does not ask readers to answer before reading.
- B To hook readers and make them curious about where energy comes from **Correct.****
Misreads the lines. The text does not ask readers to answer before reading.
- C To convince readers to turn off their lights**
Misreads the lines. The author never tries to convince readers to turn off lights.
- D To share a story readers with a riddle**
Misreads the lines. The question is not a riddle. The article is factual.



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 include different viewpoints to give a fuller picture of events.

The Taino point of view helps readers understand how Columbus's arrival affected Native Americans.

A Too narrow audience trap says the text was written only for one group of people.

THIS WEEK'S FOCUS

Author's Purpose

from “Columbus's Arrival”

Authors sometimes include **different points of view** to help readers understand an event more fully.

STAAR asks: **Why does the author include the Taino point of view?** Traps this week: **Too narrow audience** says the author wrote only for one group.

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 about why the author includes different viewpoints."

EXACT TEKS WORDING

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

Notice the author's clues.

Read the sentence. What does it tell you about **why** the author includes the Taino perspective?

"At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them."

I CAN | I can notice how a different point of view helps readers understand events.



TODAY'S THINKING JOB

CHOOSE

"I can choose why the author includes a point of view."

EXACT TEKS WORDING

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

Choose why the author includes the Taino point of view.

STAAR asks: **Why** does the author include the Taino point of view?

"The Taino lived throughout parts of the Caribbean."

A To help readers understand the event from more than one perspective • **B** To explain how to build a Taino village • **C** To show only the European side of the story

I CAN | I can choose the bigger reason 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.

Why does the author include paragraph 13 most likely? Show your thinking.

“Conflicts developed over land, resources, and control.”

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.

"Columbus sailed across the Atlantic Ocean searching for a new route to Asia."

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 the Taino point of view because the article was written only for Taino descendants.** Explain why it is a trap and name the trap.

"Historians study different perspectives to better understand the events that followed his journey."

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



AUTHOR'S PURPOSE

Explain the viewpoint on your own.

Go back to the passage. Explain why the author includes the Taino point of view. How does it help the purpose?

Go back to the reading.
Explain why the author includes the Taino point of view.
How does it help the purpose?

I CAN | I can explain why an author includes a point of view and how it helps the purpose.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The author includes the Taino perspective to show that Native Americans were already there and had their own response to Columbus. This gives a fuller picture of what happened.

CHOOSE **A.** To help readers understand the event from more than one perspective. B is Too narrow, building is one detail. C is Too narrow, building is one detail.

SHOW To show that the relationship between Europeans and Native Americans changed over time. This adds important context to the full story.

OWN **Answers vary.** Example: Looking at events from different perspectives helps people understand the full truth. Trap: Columbus reached the Caribbean in 1492 is a Detail, not the message.

DEFEND **Too narrow audience.** The article is written for all students, not just one group. The Taino viewpoint is included so everyone can understand the event more fully.

YOUR TURN **Answers vary.** The author includes the Taino point of view to show how Columbus's arrival affected the people who already lived there. It helps readers understand the event from more than one side.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Historians study different perspectives to better understand the events that followed his journey. Some people focus on Columbus's role in opening the door to exploration and increased trade. Others focus on the challenges and hardships that Native American groups experienced after Europeans arrived.”

Why does the author include the Taino point of view?

- A** To show only the European side of the arrival
- B** To describe how to build a Taino canoe
- C** To convince readers that Columbus was wrong
- D** To help readers understand the event from more than one perspective



AUTHOR'S PURPOSE

The answer is D.

- A To show only the European side of the arrival**
Too narrow audience. The author shows more than one side, not just the European side.
- B To describe how to build a Taino canoe**
Too narrow. Canoe building is not discussed in the article.
- C To convince readers that Columbus was wrong**
Misreads the lines. The author presents both viewpoints, not an argument that Columbus was wrong.
- D To help readers understand the event from more than one perspective **Correct.****
Too narrow. Canoe building is not discussed in the 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?

A message in a history text is a life lesson, not just a fact about the past.

The message is true for people today, not just for people in the story.

A Detail, not the message trap picks a fact instead of a lesson.

THIS WEEK'S FOCUS

Author's Purpose

from “Columbus's Arrival”

The **message** of a history text is a big life lesson that goes beyond the facts. It is true for people anywhere, not just in the past. STAAR asks: **Which sentence best states a message in the selection?** Traps this week: **Detail, not the message** picks a passage fact instead of a life lesson.

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 whether a sentence is a detail or a message.”

EXACT TEKS WORDING

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

Notice the author's clues.

Read the sentence. Does it sound like a **detail** or a **message**?

“Looking at several viewpoints helps create a more complete picture of history.”

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



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the sentence that states a message.

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

"Columbus set sail with three ships called the Niña, the Pinta, and the Santa María."

A Columbus was born in Genoa, in what is now Italy. • **B** Multiple viewpoints help people see a fuller picture of the past. • **C** King Ferdinand provided ships for the voyage.

I CAN | I can choose the message and skip Detail, not the message traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how a paragraph connects to the message.”

EXACT TEKS WORDING

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

Show how a paragraph connects to the message.

How does paragraph 18 help the reader understand the **message**?

“At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them.”

I CAN | I can explain how one paragraph helps readers understand 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: **Which sentence best states a message in the selection?** This sentence is a detail, not the message. Use it as a clue.

"The crew celebrated because they knew their long journey had come to an end."

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 Columbus sailed with three ships.** Explain why it is a trap and name the trap.

"Columbus set sail with three ships called the Niña, the Pinta, and the Santa María."

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



AUTHOR'S PURPOSE

Find the message on your own.

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

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

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 Message. This sentence teaches a lesson about understanding history. It is true for anyone, not just for people in this text.

CHOOSE B. Multiple viewpoints help people see a fuller picture of the past.. A is Detail, not the message, it tells where Columbus was born. C is Detail, not the message, it tells what the king did.

SHOW Paragraph 18 shows the Taino's perspective. It proves that understanding different viewpoints gives a fuller picture, because readers learn something they would not see from Columbus's side alone.

OWN Answers vary. Example: Understanding events from different perspectives helps people see the full truth. Trap: Columbus claimed the land for Spain is a Detail, not the message.

DEFEND Detail, not the message. The three ships are a fact from the story. It is not a lesson for all people.

YOUR TURN Answers vary. Message: Understanding events from different perspectives helps people see the full truth. Proof: Looking at several viewpoints helps create a more complete picture of history.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Some people focus on Columbus's role in opening the door to exploration, trade, and cultural exchange. Others focus on the challenges Native Americans faced as European settlement expanded. Both perspectives help explain why Columbus remains an important historical figure.”

Which sentence best states a message in the selection?

A Columbus was born in Genoa.

B Looking at different viewpoints helps people understand the full truth of events.

C The ships were called the Nina, the Pinta, and the Santa Maria.

D The sailors were nervous during the voyage.



AUTHOR'S PURPOSE

The answer is B.

A Columbus was born in Genoa.

Detail, not the message. This is a fact about Columbus's birthplace.

B Looking at different viewpoints helps people understand the full truth of events. Correct.

Detail, not the message. This names the ships, not a life lesson.

C The ships were called the Nina, the Pinta, and the Santa Maria.

Detail, not the message. This names the ships, not a life lesson.

D The sailors were nervous during the voyage.

Detail, not the message. This describes how sailors felt during the trip.



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 authors of articles and stories.

A poem about history can explain, share a story, or both.

A Wrong purpose type trap names a purpose the poet is not using.

THIS WEEK'S FOCUS

Author's Purpose

from “A Lone Star Choice”

A **poet's purpose** is why the poet wrote the poem. Poems can explain, convince, or share a story, just like other texts. STAAR asks: **What is the most likely reason the poet wrote this poem?** Traps this week: **Wrong purpose type** names a purpose the poet is not using.

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**, **convince**, or **share a story**? Notice the words that tell you.

"In 1845, a change was made, Texas joined the U.S., a choice that stayed."

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



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the poet's most likely reason for writing."

EXACT TEKS WORDING

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

Choose the most likely reason the poet wrote this poem.

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

"Its story still helps people see How choices reshape history."

A To share a story with a funny poem about cowboys • **B** To convince readers to move to Texas • **C** To teach readers about how Texas became a state

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



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show why a poet includes certain lines.”

EXACT TEKS WORDING

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

Show why the poet includes certain lines.

Why does the poet include lines 17 through 20 most likely? Show your thinking.

“The war came to an end at last, But its effects were strong and vast.”

I CAN | I can explain how lines in a poem help the poet's 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. Use it as a clue.

"Leaders talked both day and night, About joining the U.S. and what was right."

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 wrote this poem to convince readers to become politicians.** Explain why it is a trap and name the trap.

"Texas stood beneath wide skies, A young republic in people's eyes."

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



AUTHOR'S PURPOSE

Find the poet's purpose on your own.

Go back to the poem. Write the poet's 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 from the poem.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE Explain. The poet gives facts about Texas joining the U.S. in 1845. Even though it rhymes, the content teaches history.

CHOOSE C. To teach readers about how Texas became a state. A is Wrong purpose type, the poet never tries to convince readers to move. B is Wrong purpose type, the poet never tries to convince readers to move.

SHOW To show that the war ended but had lasting effects. This helps readers understand that choices have consequences, which supports the factual purpose.

OWN Answers vary. Example: The choices people make can reshape the future for everyone. Trap: Texas joined the U.S. in 1845 is a Detail, not the message.

DEFEND Wrong purpose type. The poem gives facts about Texas history. The poet never tries to convince readers to become politicians.

YOUR TURN Answers vary. Purpose: to teach readers about how Texas became a state. Message: Choices reshape history. Proof: Its story still helps people see How choices reshape history.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“For Texas, the choice had shaped its way, A state in the U.S. from that day. Its story still helps people see How choices reshape history.”

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

- A** To explain how Texas became a state and how choices shape history.
- B** To convince readers to vote for certain Texas laws today.
- C** To share a funny poem about cowboys riding across Texas.
- D** To describe how to draw the Texas flag step by step.



AUTHOR'S PURPOSE

The answer is A.

A To explain how Texas became a state and how choices shape history. Correct.
The poem gives facts about Texas statehood and shows how choices shaped history.

B To convince readers to vote for certain Texas laws today.
Wrong purpose type. The poet never tries to convince readers to vote.

C To share a funny poem about cowboys riding across Texas.
Wrong purpose type. There is no humor or cowboys in the poem.

D To describe how to draw the Texas flag step by step.
Wrong purpose type. The poem does not describe how to draw anything.



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 poet's message is a life lesson true for people everywhere.

The message goes beyond the poem's facts to teach something bigger.

A Plausible but unsupported trap sounds right but has no proof in the poem.

THIS WEEK'S FOCUS

Author's Purpose

from “A Lone Star Choice”

A poet's **message** is a big life lesson the poem teaches. It is true for people anywhere, not just in the poem. STAAR asks: **What message does the poet want readers to understand?** Traps this week: **Plausible but unsupported** sounds right but the poem does not prove it.

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 the poet's clues.

Read the lines. What **life lesson** do they point to?

"The choice before them was not small, Since it could affect the lives of all."

I CAN | I can notice words that point to a big life lesson in a poem.



TODAY'S THINKING JOB

CHOOSE

"I can choose the message the poet wants readers to understand."

EXACT TEKS WORDING

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

Choose the message the poet wants readers to understand.

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

"Some were hopeful, while others felt hopeless. Wondering what the choice was about."

A The choices people make can shape the future in lasting ways. • **B** All wars are easy to win. • **C** Texas should never have joined the U.S.

I CAN | I can choose the message and skip Plausible but unsupported traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how lines in a poem connect to the message."

EXACT TEKS WORDING

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

Show how lines connect to the message.

How do lines 21-22 help the reader understand the **message**?

"For Texas, the choice had shaped its way, A state in the U.S. from that day."

I CAN | I can explain how specific lines help readers understand the 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. This line is a detail, not the message. Use it as a clue.

"Once part of Mexico long ago, Now standing alone, unsure where to 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 message is that all wars are easy to win.** Explain why it is a trap and name the trap.

"Battles were fought both near and far, Each side showing who they are."

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



AUTHOR'S PURPOSE

Find the poet's message on your own.

Go back to the poem. Write the poet's 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 from the poem.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The lines teach that choices can change the future. This is a life lesson, not just about Texas.

CHOOSE A. The choices people make can shape the future in lasting ways.. B is Plausible but unsupported, the poem says the war was difficult, not easy. C is Plausible but unsupported, the poem says the war was difficult, not easy.

SHOW Lines 21-22 show that the choice to join the U. S. shaped Texas forever. This proves the message that choices have lasting effects.

OWN Answers vary. Example: The decisions people make today can shape the world for years to come. Trap: Texas was once part of Mexico is a Detail, not the message.

DEFEND Plausible but unsupported message. The poem says battles were fought near and far and the effects were strong and vast. Nothing says the war was easy.

YOUR TURN Answers vary. Message: The choices people make can shape the future in lasting ways. Proof: Its story still helps people see How choices reshape history.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"Some believed the nation would grow, With stronger trade and room to show That Texas could become a place To prosper, learn, and keep its pace. Others worried what might come, If Texas joined and became one."

What message does the poet want readers to understand?

- A** All wars end quickly and without lasting effects.
- B** Texas should have stayed independent from the U.S.
- C** Every choice people make turns out to be perfect.
- D** The choices people make can shape the future for a long time.



AUTHOR'S PURPOSE

The answer is D.

- A All wars end quickly and without lasting effects.**
Plausible but unsupported message. The poem says effects were strong and vast.
- B Texas should have stayed independent from the U.S.**
Plausible but unsupported message. The poem presents both views without judging.
- C Every choice people make turns out to be perfect.**
Plausible but unsupported message. The poem shows consequences, not perfection.
- D The choices people make can shape the future for a long time. Correct.**
The poem shows that Texas's choice shaped its future permanently.



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 uses a narrator to guide the audience through the story.

The narrator explains what is happening between scenes and connects ideas.

A Too narrow trap picks one narrator line and calls it the whole reason.

THIS WEEK'S FOCUS

Author's Purpose

from “Making It Happen”

A **playwright** writes a drama with characters, a narrator, and dialogue. The narrator helps readers understand what is happening. STAAR asks: **Why does the playwright include the narrator?** Traps this week: **Too narrow** picks one small narrator line instead of the narrator's bigger job.

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 a narrator does in a drama."

EXACT TEKS WORDING

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

Notice the narrator's job.

Read the sentence. What **job** does the narrator do for the audience?

"As students pack their bags, Aaliyah keeps thinking about the conversation."

I CAN | I can notice how the narrator helps the audience understand the story.



TODAY'S THINKING JOB

CHOOSE

"I can choose why the playwright includes the narrator."

EXACT TEKS WORDING

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

Choose why the playwright includes the narrator.

STAAR asks: **Why** does the playwright include the narrator?

"She wonders how many businesses and inventions started as simple ideas."

A To describe what school desks look like • **B** To explain how to pack a backpack • **C** To guide the audience through scenes and share what characters are thinking

I CAN | I can choose the narrator's bigger job and skip Too narrow traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show why a playwright includes narrator lines."

EXACT TEKS WORDING

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

Show why the playwright includes a narrator line.

Why does the playwright include the narrator's lines in Scene 2? Show your thinking.

"The two friends continue walking. Everywhere they look, they begin noticing businesses that must have started with someone's idea."

I CAN | I can explain how narrator lines help the playwright's 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 drama**. The message is a **big life lesson** beyond it. This line is a detail, not the message. Use it as a clue.

“I bought shelves, products, and supplies.”

I CAN

I can explain a big life lesson the playwright 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 playwright includes the narrator to describe what backpacks look like.** Explain why it is a trap and name the trap.

"It is the middle of the school day."

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



AUTHOR'S PURPOSE

Explain the narrator's job on your own.

Go back to the drama. Explain the narrator's job. Give two examples of narrator lines that prove it.

**Go back to the drama.
Explain the narrator's job.
Give two examples that prove it.**

I CAN | I can explain the narrator's job and prove it with examples from the drama.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The narrator tells us what Aaliyah is thinking. This helps the audience understand her feelings between the scenes.

CHOOSE C. To guide the audience through scenes and share what characters are thinking. A is Too narrow, desks are not the narrator's job. B is Too narrow, desks are not the narrator's job.

SHOW The narrator connects the classroom lesson to the real world. It shows Aaliyah and Mateo seeing businesses everywhere, which moves the story from learning to discovering.

OWN Answers vary. Example: A good idea can become real when people work hard and support each other. Trap: Mr. Patel got a loan from a bank is a Detail, not the message.

DEFEND Too narrow. Backpacks are mentioned once as a tiny detail. The narrator's real job is to guide the audience through scenes and share thoughts.

YOUR TURN Answers vary. The narrator guides the audience through scenes and shows what characters are thinking. Example 1: As students pack their bags, Aaliyah keeps thinking about the conversation. Example 2: The two friends continue walking. Everywhere they look, they begin noticing businesses.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Sometimes the biggest accomplishments start with the smallest idea, and someone willing to help make it happen.”

Why does the playwright include the narrator?

- A** To guide the audience through scenes and share what characters think.
- B** To explain what kind of shoes the characters wear to school.
- C** To tell the audience what day of the week the story happens.
- D** To list every business in the neighborhood near the school.



AUTHOR'S PURPOSE

The answer is A.

A To guide the audience through scenes and share what characters think. Correct.
The narrator guides the audience through scenes and connects ideas across the drama.

B To explain what kind of shoes the characters wear to school.
Too narrow. Shoes are not mentioned, and clothing is not the narrator's job.

C To tell the audience what day of the week the story happens.
Too narrow. The time is one small detail, not the narrator's bigger job.

D To list every business in the neighborhood near the school.
Too narrow. The narrator does not list every business.



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 drama's message is a life lesson taught through the characters and events.

The message goes beyond the plot to teach something for everyone.

An Overstated claim says more than the drama actually shows.

THIS WEEK'S FOCUS

Author's Purpose

from “Making It Happen”

A drama's **message** is a big life lesson the characters and events teach. It is true for people anywhere.

STAAR asks: **What is the main message of the drama?** Traps this week: **Overstated claim** says more than the drama actually shows.

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 drama's message."

EXACT TEKS WORDING

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

Notice the message clues.

Read the lines. What **life lesson** do they point to?

"Sometimes the biggest accomplishments start with the smallest idea, and someone willing to help make it happen."

I CAN | I can notice words that point to a big life lesson in a drama.



TODAY'S THINKING JOB

CHOOSE

"I can choose the main message of the drama."

EXACT TEKS WORDING

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

Choose the main message of the drama.

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

"When people have ideas, determination, and support, they can create amazing things."

A Everyone who starts a business becomes a millionaire. • **B** Good ideas grow when people work hard and support each other. • **C** Mateo's uncle mows lawns.

I CAN | I can choose the message and skip Overstated claim traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how a scene connects to the message.”

EXACT TEKS WORDING

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

Show how a scene connects to the message.

How does Scene 3 help the reader understand the **message**?

“Most successful businesses have people supporting them behind the scenes.”

I CAN | I can explain how one scene helps readers understand the life lesson.



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 drama**. The message is a **big life lesson** beyond it. This line is a detail, not the message. Use it as a clue.

“I designed these bookmarks.”

I CAN | I can explain a big life lesson the playwright 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 every single person who tries will instantly succeed.** Explain why it is a trap and name the trap.

"Success rarely happens overnight."

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



AUTHOR'S PURPOSE

Find the drama's message on your own.

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

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

I CAN | I can explain a drama's message and prove it with a line from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This line teaches that **big things start with small ideas and help from others**. It is a message because it is true for everyone.

CHOOSE B. Good ideas grow when people work hard and support each other.. A is Overstated claim, the drama never says everyone becomes a millionaire. C is Overstated claim, the drama never says everyone becomes a millionaire.

SHOW Scene 3 shows Mr. Patel needed a loan, hard work, and support from others to succeed. It proves the message that good ideas grow with effort and help.

OWN Answers vary. Example: Every accomplishment begins with an idea, hard work, and support from others. Trap: Aaliyah's cousin sells bracelets is a Detail, not the message.

DEFEND Overstated claim. The drama says success takes time and effort. It never says everyone instantly succeeds. The text says success rarely happens overnight.

YOUR TURN Answers vary. Message: Good ideas grow when people work hard and support each other. Proof: When people have ideas, determination, and support, they can create amazing things.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea. With effort, opportunity, and help from others, those ideas can grow into something meaningful.”

What is the main message of the drama?

- A** Every business makes millions of dollars right away.
- B** Aaliyah and Mateo will open a store the next morning.
- C** Good ideas grow when people work hard and support each other.
- D** Banks are the only way to start a business in any town.



AUTHOR'S PURPOSE

The answer is C.

- A Every business makes millions of dollars right away.**
Overstated claim. The drama says success takes work, not that every business earns millions.
- B Aaliyah and Mateo will open a store the next morning.**
Overstated claim. The characters discuss an idea but do not open a store the next day.
- C Good ideas grow when people work hard and support each other. Correct.**
The drama shows through multiple examples that ideas need hard work and support.
- D Banks are the only way to start a business in any town.**
Overstated claim. The drama shows many kinds of support, not just banks.



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 of a biography is to teach readers about the person and their impact.

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

THIS WEEK'S FOCUS

Author's Purpose

from “The Wealth of Mansa Musa”

A **biography** tells about a real person's life. The author's purpose is to **explain** readers about the person and what they accomplished. STAAR asks: **What is the most likely reason the author wrote this selection?** Traps this week: **Wrong purpose type** names a purpose the author is not using.

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**, **convince**, or **share a story**? Notice the words that tell you.

"He became king in the early 1300s and is often remembered as one of the richest people in history."

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 most likely reason for writing."

EXACT TEKS WORDING

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

Choose the most likely reason.

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

"People still talk about Mansa Musa today when they learn about African history and how trade and education helped kingdoms grow."

A To teach readers about Mansa Musa and how his leadership helped Mali grow • **B** To convince readers to travel to Africa • **C** To share a story with a fairy tale about a king

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.

Why does the author include paragraph 3 most likely? Show your thinking.

"During this journey, he gave away large amounts of gold to people in need."

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.

"Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable."

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 share a story readers with a made-up story about treasure.** Explain why it is a trap and name the trap.

"Mansa Musa made smart choices that helped his kingdom grow."

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.** The author gives a fact about Mansa Musa. There is no made-up story and no opinion trying to convince us.

CHOOSE **A.** To teach readers about Mansa Musa and how his leadership helped Mali grow. B is Wrong purpose type, the author never tries to convince readers to travel. C is Wrong purpose type, this is not a fairy tale.

SHOW **To show Mansa Musa's generosity during his pilgrimage.** This helps readers understand his character and why people still remember him.

OWN **Answers vary.** Example: Wise leaders help their communities grow by protecting trade and supporting learning. Trap: Mansa Musa gave away gold is a Detail, not the message.

DEFEND **Wrong purpose type.** The text gives facts about a real king and a real kingdom. It is not a made-up treasure story. The purpose is to explain.

YOUR TURN **Answers vary.** Purpose: to teach readers about Mansa Musa and how trade and education helped Mali grow. Message: Wise leaders help their communities through trade and learning. Proof: People still talk about Mansa Musa today when they learn about African history and how trade and education helped kingdoms grow.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Because of the choices he made, Mali became known as a powerful and important kingdom. People still talk about Mansa Musa today when they learn about African history and how trade and education helped kingdoms grow.”

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

- A** To convince readers to study gold mining
- B** To share a story with a fairy tale about treasure
- C** To describe how to ride a camel
- D** To teach readers about Mansa Musa and how his choices helped Mali grow



AUTHOR'S PURPOSE

The answer is D.

- A To convince readers to study gold mining**
Wrong purpose type. The author never tries to convince readers to study mining.
- B To share a story with a fairy tale about treasure**
Wrong purpose type. The text gives facts about real history, not a fairy tale.
- C To describe how to ride a camel**
Wrong purpose type. The text does not explain how to ride a camel.
- D To teach readers about Mansa Musa and how his choices helped Mali grow **Correct.****
Wrong purpose type. The text does not explain how to ride a camel.



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 include details to help readers understand something important.

A detail about a journey can show a leader's character or the kingdom's wealth.

A Too narrow trap picks one small fact instead of the bigger reason for the detail.

THIS WEEK'S FOCUS

Author's Purpose

from “The Wealth of Mansa Musa”

Authors include **details** for a reason. A detail about a journey can show something important about the person or the topic. STAAR asks: **Why does the author include the detail about the journey?** Traps this week: **Too narrow** picks one small fact instead of the bigger reason.

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 a specific detail."

EXACT TEKS WORDING

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

Notice the detail's job.

Read the sentence. Why does the author include this **detail** about the journey?

"This journey covered thousands of miles and included a large group of travelers."

I CAN | I can notice how a detail helps readers understand the bigger idea.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose why the author includes a detail."

EXACT TEKS WORDING

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

Choose why the author includes the detail about the journey.

STAAR asks: **Why** does the author include the detail about the journey?

"Along the way, Mansa Musa stopped in many cities."

A To describe the color of Mansa Musa's clothes • **B** To explain how to pack for a trip • **C** To show the pilgrimage's size and Mali's wealth

I CAN | I can choose the bigger reason and skip Too narrow traps.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show why an author includes a specific detail."

EXACT TEKS WORDING

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

Show why the author includes a detail.

Why does the author include the detail about Mansa Musa giving away gold? Show your thinking.

"During this journey, he gave away large amounts of gold to people in need."

I CAN | I can explain how one detail 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.

"Traders used camels because they could carry heavy loads and travel through the hot, dry desert with little water."

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 the journey detail to explain that camels drink little water.** Explain why it is a trap and name the trap.

"His actions made many people notice how wealthy Mali was."

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



AUTHOR'S PURPOSE

Explain the detail on your own.

Go back to the passage. Explain why the author includes the detail about the journey. How does it help the purpose?

Go back to the reading.
Explain why the author includes the journey detail.
How does it help the purpose?

I CAN | I can explain why an author includes a detail and how it helps the purpose.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The author includes this detail to show how large and impressive the journey was. It helps readers understand the wealth and power of Mali.

CHOOSE C. To show the pilgrimage's size and Mali's wealth. A is Too narrow, clothes are not mentioned. B is Too narrow, clothes are not mentioned.

SHOW To show Mansa Musa's generosity and how wealthy Mali was. This detail helps readers understand why people still talk about him today.

OWN Answers vary. Example: Strong leadership and wise choices can help a community grow and be remembered. Trap: Traders used camels to cross the desert is a Detail, not the message.

DEFEND Too narrow. Camels drinking little water is one small fact. The bigger reason for the journey detail is to show Mali's wealth and Mansa Musa's generosity.

YOUR TURN Answers vary. The author includes the journey detail to show how wealthy and powerful Mali was. Mansa Musa traveled thousands of miles with a huge group and gave away gold, which made people all over the world notice Mali.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Stories about his kindness and great wealth spread to places far from Africa.”

Why does the author include the detail about the journey?

- A** To explain how to ride a camel across the desert
- B** To show the journey's size and help readers understand Mali's wealth
- C** To list every city Mansa Musa visited
- D** To describe the weather during the trip



AUTHOR'S PURPOSE

The answer is B.

- A To explain how to ride a camel across the desert**
Too narrow. The text does not give camel-riding instructions.
- B To show the journey's size and help readers understand Mali's wealth **Correct.****
Too narrow. Weather is not the point of the journey detail.
- C To list every city Mansa Musa visited**
Too narrow. The text does not list every city visited.
- D To describe the weather during the trip**
Too narrow. Weather is not the point of the journey detail.



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 reaches beyond the passage and is true for people everywhere.

A fact about a specific person or place is a detail, not the message.

I check whether the message would still be true in a different time and place.

THIS WEEK'S FOCUS

Author's Purpose

from “The Wealth of Mansa Musa”

The **author's message** is a big life lesson beyond the passage, true for people anywhere. A detail from the text is NOT the message. STAAR asks: **Which sentence best states a message in the selection?** A message about leaders must reach beyond Mansa Musa. 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 that point to a big life lesson.”

EXACT TEKS WORDING

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

Notice clues to the life lesson.

Read the sentence. What big life lesson could the author want you to learn? Look past the facts about Mali.

“He supported the building of mosques, schools, and other important buildings.”

I CAN | I can notice how details connect to a larger message.



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 message.

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

"His choices allowed cities like Timbuktu to grow into places known for both business and learning."

A Wise leaders invest in both trade and learning to help many people succeed. • **B** Mali became rich because of gold and salt. • **C** Timbuktu was a center of trade in Africa.

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



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show why the author includes a detail.

The author tells about Mansa Musa's pilgrimage. How does this detail help the reader understand the message?

“During his pilgrimage, Mansa Musa gave away large amounts of gold to people in need.”

I CAN | I can explain how one detail 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: **Which sentence best states a message in the selection?** This sentence is a detail, not the message. Use it as a clue.

"His life shows that wealth can be used to improve communities, support learning, and create opportunities for future generations."

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: **Mansa Musa was one of the richest people in history.** Explain why it is a trap and name the trap.

"He became king in the early 1300s and is often remembered as one of the richest people in history."

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 the message.

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 **explain and build.** The author shows that Mansa Musa used his wealth to improve his kingdom. This points to a bigger lesson about using resources wisely.

CHOOSE **A.** Wise leaders invest in both trade and learning to help many people succeed. B is Detail, not the message, just a fact about Mali. C is Detail, not the message, just a fact about Timbuktu.

SHOW **The pilgrimage shows that Mansa Musa shared his wealth to help others.** This supports the message that wise leaders use resources to benefit people.

OWN **Answers vary.** Example: When leaders use resources wisely, they can improve life for many people now and in the future. Trap: Mansa Musa used wealth to build schools is a Detail, not the message.

DEFEND **Plausible but unsupported.** This is a detail about Mansa Musa, not a life lesson. The text supports a message about leadership and using resources wisely, not just that he was rich.

YOUR TURN **Answers vary.** Message: Wise leaders use resources to help their communities grow. Proof: His leadership showed that a strong ruler could improve a kingdom by protecting trade, encouraging learning, and helping others.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Today, people remember Mansa Musa not only because of his great wealth but also because of his leadership. He understood that protecting trade, encouraging education, and helping others could strengthen an entire kingdom.”

Which sentence best states a message in the selection?

- A** Using resources wisely and supporting learning can strengthen a community
- B** Mali was a powerful kingdom in West Africa during the 1300s.
- C** Mansa Musa traveled thousands of miles on his pilgrimage to Mecca.
- D** Gold and salt were the most important goods traded in the Sahara.



AUTHOR'S PURPOSE

The answer is A.

A Using resources wisely and supporting learning can strengthen a community **Correct.**
The text shows that trade, education, and helping others strengthened Mali, supporting this life lesson.

B Mali was a powerful kingdom in West Africa during the 1300s.
Detail, not the message. This is a fact about when and where Mali existed.

C Mansa Musa traveled thousands of miles on his pilgrimage to Mecca.
Detail, not the message. This retells a specific event from the passage.

D Gold and salt were the most important goods traded in the Sahara.
Plausible but unsupported. The text mentions gold and salt, but calling them the most important is an overreach.



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 author's purpose is why the author wrote this text.

I need evidence from the text to prove my answer about purpose.

Short response means I explain in my own words and use a detail from the passage.

THIS WEEK'S FOCUS

Author's Purpose

from “The Wealth of Mansa Musa”

When STAAR asks you to **explain the author's purpose with evidence**, you must show WHY the author wrote the text AND prove it with specific details. The purpose is about **this passage**. 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 builds the purpose with details."

EXACT TEKS WORDING

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

Notice how the author builds the purpose.

Read the sentence. What does it tell you about **why** the author wrote this text? Notice the kind of details the author shares.

"Mansa Musa understood how important trade was to his kingdom."

I CAN | I can notice words and details that show why the author wrote this 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?

"Soldiers guarded many of the trade routes, and laws helped protect people and their goods."

A To describe how camels carried goods across the desert • **B** To teach readers about how Mansa Musa's leadership helped Mali grow • **C** To convince readers to visit Timbuktu

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 how the author uses details to support the purpose."

EXACT TEKS WORDING

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

Show how the author proves the purpose.

STAAR asks: **Short response:** How does the author show the purpose? **Use evidence.** Show your thinking with a detail from the text.

"As trade increased, cities throughout Mali became larger and busier."

I CAN | I can explain how a detail helps prove 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.

"His leadership allowed cities like Timbuktu to become famous for both business and learning."

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 show that camels can survive in the desert.** Explain why it is a trap and name the trap.

"Camels were helpful because they could carry heavy loads and travel long distances with very little water."

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 message. Use one detail from the text as evidence for the purpose.

Go back to the reading.
Write the author's purpose and message.
Use one detail as evidence for the purpose.

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



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE explain. The author gives facts about how Mansa Musa understood trade. The author is teaching readers about his leadership.

CHOOSE B. to teach readers about how Mansa Musa's leadership helped Mali grow. A is Too narrow, just one detail about camels. C is Wrong purpose, the author never tries to convince us to visit.

SHOW The author includes the growth of Timbuktu to show that Mansa Musa's leadership helped cities become successful. This proves the purpose is to explain his leadership.

OWN Answers vary. Example: Strong leadership means making choices that help many people, not just yourself. Trap: Mansa Musa improved Mali is a Detail, not the message.

DEFEND Misreads the lines. The text mentions camels, but the whole article is about Mansa Musa's leadership, not about camels. This answer twists a small detail into the main purpose.

YOUR TURN Answers vary. Purpose: to explain how Mansa Musa's leadership helped Mali grow. Evidence: The author includes details about trade, Timbuktu, and the pilgrimage. Message: Strong leaders use resources wisely to help their people.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Mansa Musa understood how important trade was to his kingdom. He made smart choices that helped merchants feel safe while traveling. Soldiers guarded many of the trade routes, and laws helped protect people and their goods.”

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

- A** To describe the weather and temperature in the Sahara Desert
- B** To convince readers they should study more African history
- C** To amuse readers with a story about gold
- D** To explain how a ruler's leadership helped a kingdom grow stronger



AUTHOR'S PURPOSE

The answer is D.

- A To describe the weather and temperature in the Sahara Desert**
Too narrow. The desert weather is one small detail, not the reason for the whole text.
- B To convince readers they should study more African history**
Wrong purpose. The author gives facts but does not ask readers to do something.
- C To amuse readers with a story about gold**
Misreads the lines. The text shares facts, not a made-up story about gold.
- D To explain how a ruler's leadership helped a kingdom grow stronger **Correct.****
The text explains how Mansa Musa's choices about trade, education, and generosity helped Mali.



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 real people and why they are important.

The purpose covers the whole text, not just one person in it.

Too narrow audience means an answer that limits who the text is for.

THIS WEEK'S FOCUS

Author's Purpose

from “Voices That Shaped Texas”

The **author's purpose** of a profile is to teach readers about a person or group and why they matter. STAAR asks: **What is the most likely reason the author wrote this selection?** A profile about Texas musicians is about ALL of them, not just one. Traps this week: **Too narrow audience**, **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 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**, **convince**, or **amuse**? Notice the words that tell you.

"The diversity of these artists' backgrounds helped shape Texas culture in their own way."

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?

"Their music brought people together and gave others a chance to be heard."

A To describe how to sing boleros • **B** To convince that music is better than art • **C** To explain how diverse musicians shaped Texas culture

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 detail.”

EXACT TEKS WORDING

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

Show why the author includes a detail.

The author tells about Bledsoe's success on stage. Why does the author include this detail?

“His success showed that talent could break barriers, even when opportunities were limited.”

I CAN | I can explain how one detail 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.

"Some people believe their biggest impact was sharing their culture, while others think they helped bring different subgroups of people closer together."

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 only for people who like Mexican American music.** Explain why it is a trap and name the trap.

"Lydia Mendoza was one of those artists."

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. The author gives facts about how different artists shaped Texas culture. There is no story and no opinion to convince us.

CHOOSE C. To explain how diverse musicians shaped Texas culture. A is Too narrow, only one type of music. B is Wrong purpose, the author never tries to convince us that music is better.

SHOW The author includes Bledsoe's success to show that artists from different backgrounds helped shape Texas culture, even when they faced unfair treatment.

OWN Answers vary. Example: When people share their voices and traditions, they help build a stronger and richer community. Trap: Mendoza sang in Spanish is a Detail, not the message.

DEFEND Too narrow audience. The text is about ALL three musicians from different backgrounds, not just Mexican American music. The author wrote for anyone learning about Texas culture.

YOUR TURN Answers vary. Purpose: to explain how Texas musicians from different backgrounds helped shape the state's culture. Message: sharing your voice and traditions helps build a richer community. Proof: Their music brought people together and gave others a chance to be heard.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“The diversity of these artists' backgrounds helped shape Texas culture in their own way. Their music brought people together and gave others a chance to be heard.”

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

- A** To describe what happened during a concert in Texas as a story
- B** To explain how musicians from different backgrounds shaped Texas culture
- C** To describe only the career of Chelo Silva
- D** To convince readers that they should learn to speak Spanish



AUTHOR'S PURPOSE

The answer is B.

- A To describe what happened during a concert in Texas as a story**
Wrong purpose. The text gives facts about real musicians, not a made-up story.
- B To explain how musicians from different backgrounds shaped Texas culture **Correct.****
The text explains how Mendoza, Silva, and Bledsoe each contributed to Texas culture.
- C To describe only the career of Chelo Silva**
Too narrow. The text covers three musicians, not just Silva.
- D To convince readers that they should learn to speak Spanish**
Wrong purpose. The author never asks readers to learn Spanish.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

An author's opening has a job: it can introduce the topic, grab attention, or set the scene.

Retelling the opening is not the same as explaining its job.

Misreads the lines means twisting what the text actually says.

THIS WEEK'S FOCUS

Author's Purpose

from “Voices That Shaped Texas”

Authors make choices about **how to begin** a text. The opening sets the scene, grabs attention, or introduces the topic. STAAR asks: **Why does the author begin by describing the radio?** The answer must explain the **job** of the opening, not just retell it. Traps this week: **Misreads the lines**, **Too narrow**, and **Word match trap**.

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 an author's opening."

EXACT TEKS WORDING

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

Notice why the author opens this way.

Read the sentence. What **job** does it do as an opening? Think about why the author started here.

"If you turn on the radio in Texas, you might hear many different styles of music."

I CAN | I can notice why the author chose to begin the text this way.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose why the author opens the 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 by describing the radio?

"That mix didn't just happen, it came from artists who shared their stories and traditions."

A To explain how radios work • **B** To connect to something familiar before the topic • **C** To teach about radio stations in Texas

I CAN | I can choose the answer that explains the job of the opening.



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 purpose.

How does the opening about the radio help the author's purpose?

“Texas has always been a place where different groups of people have lived, worked, and shared ideas.”

I CAN | I can explain how one part of the text 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.

"Her songs were often simple, but they were powerful because they told real stories."

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 the radio to teach readers how to find music stations.** Explain why it is a trap and name the trap.

“If you turn on the radio in Texas, you might hear many different styles of music.”

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. Explain why the author begins by describing the radio. Write the purpose and message.

Go back to the reading.
Explain why the author begins with the radio.
Write the purpose and message.

I CAN | I can explain why the author opens a text a certain way and state the purpose and message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The opening introduces the topic by connecting the reader to something familiar, the radio, and then pointing to the main idea: Texas has many styles of music from different backgrounds.

CHOOSE B. To connect readers to something familiar before introducing the topic of Texas musicians. A is Misreads the lines, the text is not about how radios work. C is Too narrow, the text is about musicians, not radio stations.

SHOW The radio opening connects to the purpose because it shows that Texas music comes from many different artists. This sets up the whole text about diverse musicians shaping Texas culture.

OWN Answers vary. Example: Culture grows stronger when people share their traditions and voices with others. Trap: Mendoza sang simple songs is a Detail, not the message.

DEFEND Misreads the lines. The author uses the radio to introduce the topic of Texas music and culture. The text never teaches how to find radio stations.

YOUR TURN Answers vary. The author begins with the radio to connect readers to something familiar before introducing the topic of Texas musicians. Purpose: to explain diverse musicians shaping Texas culture. Message: Culture grows when people share their voices.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“If you turn on the radio in Texas, you might hear many different styles of music. That mix didn't just happen, it came from artists who shared their stories and traditions.”

Why does the author begin by describing the radio?

- A** To explain how radio technology was first invented and developed
- B** To describe only one type of Texas music
- C** To connect the reader to something familiar before introducing the topic
- D** To convince readers that they should listen to more music each day



AUTHOR'S PURPOSE

The answer is C.

- A To explain how radio technology was first invented and developed**
Misreads the lines. The text never explains how radios were invented.
- B To describe only one type of Texas music**
Too narrow. The text covers many types of music, not just one.
- C To connect the reader to something familiar before introducing the topic **Correct.****
The radio is familiar. It introduces the idea that Texas music comes from many artists.
- D To convince readers that they should listen to more music each day**
Wrong purpose. The author explains readers, not convinces them.



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 for people everywhere, not just in the passage.

A detail names something specific from the text. A message is bigger than that.

I check whether the message would still be true if I changed the names and places.

THIS WEEK'S FOCUS

Author's Purpose

from “Voices That Shaped Texas”

The **author's message** is a big life lesson that goes beyond the passage. A fact from the text is a detail, not the message. STAAR asks: **Which sentence best states a message in the selection?** Traps this week: **Detail, not the message, 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 that point to a big life lesson.”

EXACT TEKS WORDING

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

Notice clues to the life lesson.

Read the sentence. What big life lesson could the author want you to learn? Look past the facts about specific musicians.

“Music became one way people could share who they were.”

I CAN | I can notice how details connect to a larger message.



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 message.

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

"These artists also remind us that culture is not created by only one person or one group."

A Sharing different traditions helps a community grow. • **B** Lydia Mendoza sang songs in Spanish. • **C** Bledsoe performed in Show Boat.

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



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show how a detail supports the message.

The author tells about Chelo Silva's boleros. How does this detail help the reader understand the message?

“Chelo Silva helped make this music more widely known.”

I CAN | I can explain how one detail 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: **Which sentence best states a message in the selection?** This sentence is a detail, not the message. Use it as a clue.

“Their contributions helped people learn from one another.”

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: **Bledsoe was an African American singer who performed in operas.** Explain why it is a trap and name the trap.

"Julius Lorenzo Cobb Bledsoe had a different path."

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 the message.

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 music helped people express their identity. This points to a bigger lesson about how sharing culture brings people together.

CHOOSE A. Sharing traditions and voices from different backgrounds helps a community grow stronger. B is Detail, not the message, a fact about Mendoza. C is Detail, not the message, a fact about Bledsoe.

SHOW Silva's boleros show how sharing music from one tradition can reach many listeners. This supports the message that sharing culture helps a community grow.

OWN Answers vary. Example: When people from different backgrounds share their traditions, everyone learns and the community becomes stronger. Trap: These musicians helped people learn is a Detail, not the message.

DEFEND Detail, not the message. This is a fact about Bledsoe. The message must be a big life lesson true for everyone, not a fact about one person.

YOUR TURN Answers vary. Message: When different people share their voices and traditions, the whole community becomes stronger. Proof: These artists also remind us that culture is not created by only one person or one group.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“These artists also remind us that culture is not created by only one person or one group. Culture grows when people share their voices, stories, and traditions. It grows when music is passed from one generation to the next.”

Which sentence best states a message in the selection?

A Communities grow stronger when different people share their traditions

B Lydia Mendoza sang songs in Spanish.

C Bledsoe performed in Show Boat during his career on stage

D Silva sang boleros for Tejano audiences.



AUTHOR'S PURPOSE

The answer is A.

A Communities grow stronger when different people share their traditions Correct.

The text shows that Mendoza, Silva, and Bledsoe each shared their culture, helping Texas grow.

B Lydia Mendoza sang songs in Spanish.

Detail, not the message. This is a fact about one musician.

C Bledsoe performed in Show Boat during his career on stage

Detail, not the message. This names a specific fact about Bledsoe.

D Silva sang boleros for Tejano audiences.

Detail, not the message. This names a specific fact about Silva.



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 this text. The message is a bigger life lesson.

A short response needs both the purpose and the message with evidence.

Plausible but unsupported means an answer sounds reasonable but the text does not support it.

THIS WEEK'S FOCUS

Author's Purpose

from “Voices That Shaped Texas”

When STAAR asks you to **explain the author's purpose and message**, you must show WHY the author wrote the text AND state a big life lesson. The purpose is about **this passage**. The message goes beyond it. Traps this week: **Plausible but unsupported**, **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 the difference between purpose and message."

EXACT TEKS WORDING

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

Notice the difference between purpose and message.

Read the sentence. Is it about **why the author wrote this text** (purpose) or a **big life lesson** beyond it (message)?

"Their work reminds us that music is more than sound."

I CAN

I can notice when the author points to a life lesson versus when the author gives facts.



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

"Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe helped shape Texas culture by using their talents."

A To tell a story with a fictional story about musicians • **B** To explain diverse musicians shaping Texas culture • **C** To convince that Texas has the best music

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 how a detail supports the purpose.”

EXACT TEKS WORDING

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

Show how a detail supports the purpose.

How does the detail about Mendoza's music help the author's purpose?

“For Mexican American families in Texas, Lydia Mendoza's music mattered in a special way.”

I CAN | I can explain how one detail 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.

"Each artist followed a different path."

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 should become a musician.** Explain why it is a trap and name the trap.

"They shared stories from their communities, reached listeners across the state, and showed that every voice can matter."

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



AUTHOR'S PURPOSE

Explain the purpose and message.

Go back to the passage. Write the author's purpose and message. Use one detail from the text as evidence.

Go back to the reading.
Write the author's purpose and message.
Use one detail as evidence.

I CAN | I can explain an author's purpose and message and support them with evidence.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This sentence points to the message. It suggests a life lesson: music connects people to their history and culture. The purpose of the text is to explain Texas musicians.

CHOOSE B. to teach readers about how Texas musicians from different backgrounds helped shape the state's culture. A is Wrong purpose, this is not a fictional story. C is Plausible but unsupported, the text never claims Texas has the best music.

SHOW Mendoza's music shows how one artist from a specific background helped shape Texas culture. This supports the purpose of explaining readers about diverse musicians.

OWN Answers vary. Example: A community grows stronger when people from different backgrounds share their talents and traditions. Trap: Three musicians performed in Texas is a Detail, not the message.

DEFEND Plausible but unsupported message. The text shows that sharing culture matters, but it never says everyone should become a musician. The message is about sharing traditions, not choosing a career.

YOUR TURN Answers vary. Purpose: to explain how Texas musicians from different backgrounds shaped culture. Message: sharing traditions from different backgrounds makes a community stronger. Evidence: Their music brought people together and gave others a chance to be heard.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe helped shape Texas culture by using their talents. They shared stories from their communities, reached listeners across the state, and showed that every voice can matter.”

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

- A** To convince readers that Tejano music is the most popular music in Texas
- B** To explain how musicians from different backgrounds shaped Texas culture
- C** To tell a fictional story about three friends who started a band
- D** To describe how a radio works



AUTHOR'S PURPOSE

The answer is B.

- A To convince readers that Tejano music is the most popular music in Texas**
Plausible but unsupported. The text mentions Tejano music but never claims it is the most popular.
- B To explain how musicians from different backgrounds shaped Texas culture **Correct.****
The text explains how Mendoza, Silva, and Bledsoe each contributed to Texas culture.
- C To tell a fictional story about three friends who started a band**
Wrong purpose. The text gives facts about real musicians, not a made-up story.
- D To describe how a radio works**
Misreads the lines. The text mentions a radio in the opening but is about musicians, not how radios work.



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 science text usually has the purpose of explaining readers about a topic.

The purpose must cover the whole text, not just one paragraph or section.

Wrong purpose means picking the wrong reason like convince when the text explains.

THIS WEEK'S FOCUS

Author's Purpose

from “Understanding the Texas Regions”

The **author's purpose** of a science text is often to **explain** readers about a topic. STAAR asks: **What is the most likely reason the author wrote this selection?** The purpose must fit the **WHOLE** text, not just one section. Traps this week: **Wrong purpose**, **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**, **convince**, or **amuse**? Notice the words that tell you.

"Each region has its own landforms, climate, vegetation, and economic activities."

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?

"These differences help explain how people live and work across Texas."

A To convince readers to move to the Coastal Plains • **B** To tell an amusing story about cowboys • **C** To explain how Texas regions affect life

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 section.”

EXACT TEKS WORDING

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

Show why the author includes a section.

Why does the author include the section about the Mountains and Basins region?

“Although fewer people live there, it is important for oil, gas, and mining.”

I CAN | I can explain how one 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.

"Each region has unique features, but all of them play an important role in Texas."

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 that wind energy is the best energy source.** Explain why it is a trap and name the trap.

"Some areas also produce wind energy."

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. The author gives facts about Texas regions. There is no opinion and no story.

CHOOSE C. to teach readers about how the regions of Texas have different features that affect how people live. A is Wrong purpose, the author never tries to convince readers to move. B is Wrong purpose, the text gives facts, not a story.

SHOW The Mountains and Basins section shows that even a region with few people plays an important role in Texas. This helps the purpose of explaining readers about all four regions.

OWN Answers vary. Example: Different places may look different, but each one contributes something important to the whole. Trap: Texas has four regions is a Detail, not the message.

DEFEND Wrong purpose type. The text mentions wind energy as one detail about the Great Plains. The author never tries to convince readers that wind energy is the best. The purpose is to explain all four regions.

YOUR TURN Answers vary. Purpose: to teach readers about the different regions of Texas and how they affect people's lives. Message: different places contribute different things, and all are important. Proof: Each region has unique features, but all of them play an important role in Texas.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"Texas is a very large state, and its land varies from one area to another. Some parts have forests and rivers, while others have dry deserts or wide, open plains. These areas are called regions. Each region has its own landforms, climate, vegetation, and economic activities."

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

- A** To explain how the different regions of Texas shape how people live
- B** To convince readers they should visit Big Bend National Park soon
- C** To tell a story about farming families who lived in western Texas
- D** To describe only the Coastal Plains region of Texas



AUTHOR'S PURPOSE

The answer is A.

A To explain how the different regions of Texas shape how people live **Correct.**
The text explains four regions, their features, and how those features shape life across Texas.

B To convince readers they should visit Big Bend National Park soon
Wrong purpose type. The text mentions Big Bend but never tries to convince readers to visit.

C To tell a story about farming families who lived in western Texas
Wrong purpose type. The text gives facts, not a made-up story about farming.

D To describe only the Coastal Plains region of Texas
Too narrow. The text covers all four regions, not just the Coastal Plains.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Each section in a text has a job that supports the author's purpose.

Retelling a section is not the same as explaining its job.

Too narrow means an answer covers only one small part.

THIS WEEK'S FOCUS

Author's Purpose

from “Understanding the Texas Regions”

Authors include sections for a reason. STAAR asks: **Why does the author include the section about climate?** The answer must explain the **job** of that section, not just retell it. Traps this week: **Too narrow**, **Misreads a detail**, and **Word match trap**.

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 section or detail.”

EXACT TEKS WORDING

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

Notice why the author includes a section.

Read the sentence. What **job** does this detail do for the author's purpose?

“The climate has warmth and humidity, with frequent rainfall.”

I CAN | I can notice how one part of a text helps the author's purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose why the author includes a section."

EXACT TEKS WORDING

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

Choose why the author includes the section.

STAAR asks: Why does the author include the section about climate?

"Because of these conditions, many people raise cattle and grow crops."

A To show how climate affects activities in each region • **B** To describe only the temperature of West Texas • **C** To convince that farming is easy

I CAN | I can choose the answer that explains the section's job.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show how the section supports the purpose.

How does the section about climate help the author's purpose?

“Because of these conditions, many people raise cattle and grow crops.”

I CAN | I can explain how one 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.

"By studying the regions of Texas, people can better understand why communities, jobs, and ways of life are different across the state."

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 the climate section to show that it rains a lot in Texas.** Explain why it is a trap and name the trap.

"The land is drier, and strong winds are common."

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



AUTHOR'S PURPOSE

Explain why the section is included.

Go back to the passage. Explain why the author includes the section about climate. Write the purpose and message.

Go back to the reading.
Explain why the author includes the climate section.
Write the purpose and message.

I CAN | I can explain why the author includes a section and state the purpose and message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This detail explains the climate of the **Coastal Plains**. Its job is to help readers understand why farming and other activities work well in this region.

CHOOSE A. To help readers understand how climate affects what people can do in each region. B is Too narrow, only one detail about one region. C is Wrong purpose, the text never says farming is easy.

SHOW The climate section shows that weather patterns affect what people can do. This supports the purpose of explaining readers about how regions shape life in Texas.

OWN Answers vary. Example: Understanding how the land and climate shape a place helps people appreciate why different communities live and work differently. Trap: Texas has four regions is a Detail, not the message.

DEFEND Too narrow. The climate section covers all four regions, and some regions are dry. Saying it rains a lot is only true for part of the text and ignores the rest.

YOUR TURN Answers vary. The climate section shows how weather affects what people can do in each region. Purpose: to explain how Texas regions shape life. Message: the land and climate of a place influence how people live and work.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“The climate has warmth and humidity, with frequent rainfall. This makes the region well suited for farming crops like cotton and corn. Fishing, shipping, and jobs in large cities are also important to the economy.”

Why does the author include the section about climate?

- A** To describe only how hot it gets during the Texas summer months
- B** To convince readers that rain is more important than sunshine
- C** To amuse readers with a story about farming
- D** To show how climate shapes what people can do in each region



AUTHOR'S PURPOSE

The answer is D.

- A To describe only how hot it gets during the Texas summer months**
Too narrow. The section covers climate in all regions, not just summer heat.
- B To convince readers that rain is more important than sunshine**
Wrong purpose. The author gives facts but does not argue that rain is more important.
- C To amuse readers with a story about farming**
Wrong purpose. The text gives facts about farming, not a story.
- D To show how climate shapes what people can do in each region **Correct.****
The section explains how weather patterns affect farming, ranching, and energy across Texas.



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 goes beyond the specific facts in the passage.

An overstated claim takes an idea from the text and makes it too strong.

I check whether my answer goes beyond what the text actually says.

THIS WEEK'S FOCUS

Author's Purpose

from “Understanding the Texas Regions”

The **author's message** about the land is a big life lesson true beyond Texas. STAAR asks: **Which sentence best states a message in the selection?**

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 that point to a big life lesson.”

EXACT TEKS WORDING

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

Notice clues to the life lesson.

Read the sentence. What big life lesson could the author want you to learn? Look past the facts about Texas.

“Understanding Texas regions helps students see how geography affects daily life.”

I CAN | I can notice how details connect to a larger message.



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 message.

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

"All four regions help make Texas a diverse state."

A The Coastal Plains has rivers and large cities. • **B** The Mountains and Basins has oil and gas. • **C** Land and climate shape how people live and work.

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



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show how a detail supports the message.

The author tells about wind energy in the Great Plains. How does this help the reader understand the message?

“Wind turbines are built in some areas to create electricity.”

I CAN | I can explain how one detail 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: **Which sentence best states a message in the selection?** This sentence is a detail, not the message. Use it as a clue.

"The landforms, climate, vegetation, and economic activities of each region affect how people live."

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: **Geography controls everything about how people live.** Explain why it is a trap and name the trap.

"These differences help explain how people live and work across Texas."

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 the message.

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 geography shapes how people live. This points to a bigger lesson: understanding the land around you helps explain why people live differently.

CHOOSE C. The land and climate of a place help shape how people live and work, and every area contributes something important. A is Detail, not the message, a fact about one region. B is Detail, not the message, a fact about another region.

SHOW Wind energy shows that even a challenge like strong wind can become a resource. This supports the message that every area contributes something important.

OWN Answers vary. Example: The world around people shapes how they live and work, and every place has something valuable to offer. Trap: Texas has four different regions is a Detail, not the message.

DEFEND Overstated claim. The text says geography helps explain how people live, but it does not say geography controls everything. People also make choices about how to use their land.

YOUR TURN Answers vary. Message: The land and climate of a place shape how people live, and every area contributes something important. Proof: Each region has unique features, but all of them play an important role in Texas.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Each region has unique features, but all of them play an important role in Texas. The landforms, climate, vegetation, and economic activities of each region affect how people live.”

Which sentence best states a message in the selection?

A The Coastal Plains is the largest region in Texas.

B Wind turbines produce electricity in the Great Plains.

C Land and climate shape how people live, and every area matters

D Big Bend National Park is located in far West Texas.



AUTHOR'S PURPOSE

The answer is C.

- A The Coastal Plains is the largest region in Texas.**
Detail, not the message. This is a fact about one region's size.
- B Wind turbines produce electricity in the Great Plains.**
Detail, not the message. This is a fact about wind energy in one region.
- C Land and climate shape how people live, and every area matters **Correct.****
The text shows that each region has features that play an important role in Texas.
- D Big Bend National Park is located in far West Texas.**
Detail, not the message. This is a fact about a specific location.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Organization means how the text is arranged: sections, order, comparisons.

The organization has a job: it helps the reader understand the topic.

Too narrow audience means an answer that limits who the text is for.

THIS WEEK'S FOCUS

Author's Purpose

from “Understanding the Texas Regions”

Authors organize texts to support their purpose. STAAR asks: **How does the organization help the author's purpose?** The answer explains how the **structure** (sections, order, comparisons) helps the reader understand the topic. Traps this week: **Too narrow audience**, **Misreads a detail**, and **Word match trap**.

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 a text is organized."

EXACT TEKS WORDING

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

Notice how the text is organized.

Look at how the text is arranged. What pattern do you see? Think about why the author chose this structure.

"Texas is a very large state, and its land varies from one area to another."

I CAN | I can notice the structure the author uses and why it helps.



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 organization helps the purpose.

STAAR asks: How does the organization help the author's purpose?

"The Coastal Plains is the largest region and stretches along the Gulf of Mexico."

A The text is organized only for geography teachers • **B** Organizing by region helps readers compare areas • **C** The text convinces readers to visit all regions

I CAN | I can choose the answer that explains how structure supports the purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how the text's structure supports the purpose."

EXACT TEKS WORDING

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

Show how structure supports the purpose.

How does covering each region separately help the author's purpose?

"The Great Plains is located farther west and is known for its wide, open spaces."

I CAN | I can explain how the way a text is organized helps the reader.



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.

“Texas is a diverse state because its regions are so different.”

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 text is organized only for people who live in West Texas.** Explain why it is a trap and name the trap.

"The Mountains and Basins region is in far West Texas."

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. Write the purpose and message.

Go back to the reading.
Explain how the organization helps the purpose.
Write the purpose and message.

I CAN | I can explain how the text's organization supports the author's purpose and state the message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The author organizes the text by region, covering each of the four regions one at a time. This helps readers compare the regions and understand their differences.

CHOOSE B. By organizing the text by region, the author helps readers compare how different areas of Texas support different activities. A is Too narrow audience, the text is for all readers. C is Wrong purpose, the author explains, not convinces.

SHOW Covering each region separately lets the reader see the unique features of each area. This supports the purpose of showing how different regions shape life across Texas.

OWN Answers vary. Example: Understanding how geography shapes communities helps people appreciate why different places have different ways of life. Trap: Texas is diverse is a Detail, not the message.

DEFEND Too narrow audience. The text covers all four regions and is written for all readers, not just people from West Texas.

YOUR TURN Answers vary. The region-by-region organization helps readers compare features across Texas. Purpose: to explain how regions shape life. Message: understanding geography helps people appreciate different communities.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Texas is a very large state, and its land varies from one area to another. Some parts have forests and rivers, while others have dry deserts or wide, open plains. These areas are called regions.”

How does the organization help the author's purpose?

- A** The text uses a story structure to show readers about ranching
- B** Organizing by region helps readers compare how geography shapes areas
- C** The text is arranged to convince readers that the Great Plains is the best region.
- D** The text uses a problem and solution structure about water.



AUTHOR'S PURPOSE

The answer is B.

- A** **The text uses a story structure to show readers about ranching**
Misreads a detail. The text gives facts organized by region, not a story.
- B** **Organizing by region helps readers compare how geography shapes areas **Correct.****
The region-by-region structure lets readers see and compare how features differ across Texas.
- C** **The text is arranged to convince readers that the Great Plains is the best region.**
Wrong purpose. The text presents all regions equally and does not argue for one.
- D** **The text uses a problem and solution structure about water.**
Too narrow. Water is one detail; the text is organized by region, not by a problem and solution.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Imagery creates pictures in the reader's mind.

The poet's images have a job: they help the reader understand an idea.

Misreads the lines means twisting what the poet actually says.

THIS WEEK'S FOCUS

Author's Purpose

from “The Roads Between Us”

A **poet** uses imagery (pictures in words) to help readers see and feel ideas. STAAR asks: **Why does the poet describe rivers and roads?** The answer must explain the **job** of the imagery, not just retell it. Traps this week: **Misreads the lines**, **Word match trap**, 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 imagery the poet uses."

EXACT TEKS WORDING

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

Notice the poet's imagery.

Read the lines. What picture does the poet create? Think about what the image might **represent**.

"A river bends, a pathway turns, A traveler watches, listens, learns."

I CAN | I can notice what the poet's images might represent.



TODAY'S THINKING JOB

CHOOSE

“I can choose why the poet uses imagery.”

EXACT TEKS WORDING

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

Choose why the poet uses this imagery.

STAAR asks: **Why does the poet describe rivers and roads?**

“For when two different pathways meet, New thoughts can travel with our feet.”

A To teach readers how to build a road • **B** To describe only one kind of transportation • **C** To show that travel helps people share goods and ideas

I CAN | I can choose the answer that explains the job of the imagery.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show what poetic imagery means."

EXACT TEKS WORDING

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

Show what the imagery means.

The poet writes about camels crossing the desert. What does this image help the reader understand?

"Across the desert, camels go, Beneath the sun's bright golden glow."

I CAN | I can explain how an image helps the reader understand an 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.

"They carry salt and precious gold, And news of places yet untold."

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 describes rivers and roads to teach readers how rivers flow.** Explain why it is a trap and name the trap.

"A road is more than dirt or stone; It reaches farther than we've known."

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



AUTHOR'S PURPOSE

Explain the imagery on your own.

Go back to the poem. Explain why the poet describes rivers and roads. Write the message.

Go back to the poem.
Explain why the poet uses rivers and roads.
Write the message.

I CAN | I can explain why the poet uses imagery and state the message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The poet creates a picture of a traveler on a journey. The river and pathway represent the routes people use to connect with others and learn new things.

CHOOSE C. To show that travel helps people share goods and ideas. A is Misreads the lines, the poem is not about building roads. B is Too narrow, the poem describes many kinds of connection.

SHOW The desert crossing represents long-distance trade, like the routes across the Sahara. It shows that connections between communities can happen even across difficult landscapes.

OWN Answers vary. Example: When people connect with one another, they share more than goods; they share ideas and understanding. Trap: Camels carry gold and salt is a Detail, not the message.

DEFEND Misreads the lines. The poem uses rivers and roads as symbols for connection, not to teach how rivers flow. The poem says a road reaches farther than we've known, which means it is about ideas traveling, not about water.

YOUR TURN Answers vary. The poet describes rivers and roads to show how people have always connected through trade and travel. Message: When people connect, they share goods, ideas, and understanding that change lives.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“A road is more than dirt or stone; It reaches farther than we've known. For when two different pathways meet, New thoughts can travel with our feet.”

Why does the poet describe rivers and roads?

- A** To explain the correct way to pave a road through the desert
- B** To describe the weather along trade routes
- C** To compare different types of transportation in history
- D** To show that travel and trade help people share ideas and culture



AUTHOR'S PURPOSE

The answer is D.

- A To explain the correct way to pave a road through the desert**
Misreads the lines. The poem uses roads as symbols, not as a how-to guide.
- B To describe the weather along trade routes**
Misreads the lines. The poem mentions the sun but is about connection, not weather.
- C To compare different types of transportation in history**
Too narrow. The poem references different types of travel but uses them as symbols for connection.
- D To show that travel and trade help people share ideas and culture **Correct.****
The poem shows that roads and rivers connect people, and new thoughts travel with them.



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 the poet wants all readers to learn.

I must prove the message with specific lines from the poem.

Plausible but unsupported means the answer sounds reasonable but the poem does not back it up.

THIS WEEK'S FOCUS

Author's Purpose

from “The Roads Between Us”

The **poet's message** is a big life lesson. STAAR asks: **What message does the poet express, and which lines prove it?** The answer must state a life lesson AND name specific lines as proof. Traps this week: **Plausible but unsupported**, **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 life lesson.”

EXACT TEKS WORDING

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

Notice clues to the life lesson.

Read the lines. What big life lesson is the poet sharing? Look beyond the specific images.

“A road is more than where we roam; It links a distant place to home.”

I CAN | I can notice how the poet's images point to a bigger message.



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 message.

STAAR asks: What message does the poet express, and which lines prove it?

"For when two different pathways meet, Ideas can journey with our feet."

A People who connect share ideas that change lives. • **B** The Caddo traveled rivers to trade goods. • **C** Camels can travel long distances without water.

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



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show which lines prove the poet's message."

EXACT TEKS WORDING

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

Show which lines prove the message.

Which lines from the poem best prove the message?

"Each visitor brought something new: A story, skill, or different view."

I CAN | I can explain how specific lines support the life lesson.



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 express?** This line is a detail, not the message. Use it as a clue.

"Some meetings brought new things to share, While others brought conflict and despair."

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's message is that all trade is harmful.** Explain why it is a trap and name the trap.

"Connection could bring loss or gain; Not every meeting stayed the same."

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



AUTHOR'S PURPOSE

Find the message and prove it.

Go back to the poem. Write the poet's message. Copy one or two lines that prove it.

Go back to the poem.
Write the poet's message.
Copy 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 poet says a road is more than a path. It connects distant places to home. This points to a message about how connections between people bring understanding.

CHOOSE A. People who connect share ideas that change lives. B is Detail, not the message, a fact about one group. C is Detail, not the message, a fact about camels.

SHOW These lines prove the message because they show that visitors bring more than goods. They bring stories, skills, and new perspectives, which is how connection leads to growth.

OWN Answers vary. Example: When people and communities connect, the results can bring both growth and challenges, so understanding different perspectives matters. Trap: Some meetings brought conflict is a Detail, not the message.

DEFEND Plausible but unsupported. The poem says connection can bring both loss and gain. It does not say all trade is harmful. The poet shows both positive and negative outcomes.

YOUR TURN Answers vary. Message: When people connect through travel and trade, they share goods, ideas, and understanding that can change lives. Proof: For when two different pathways meet, Ideas can journey with our feet.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Each visitor brought something new: A story, skill, or different view. The goods they carried had a part, But so did knowledge, mind, and heart.”

What message does the poet express, and which lines prove it?

- A** People who connect share more than goods; they share understanding
- B** Camels can travel very long distances across deserts without water
- C** Trade only happened along rivers in the past.
- D** Ships are more important than roads for connecting people.



AUTHOR'S PURPOSE

The answer is A.

A People who connect share more than goods; they share understanding **Correct.**

The lines show that visitors brought stories, skills, and views, proving connection shares more.

B Camels can travel very long distances across deserts without water

Misreads the lines. The poem mentions camels but does not say they are the best transportation.

C Trade only happened along rivers in the past.

Plausible but unsupported. The poem mentions rivers but also deserts, oceans, highways, and railways.

D Ships are more important than roads for connecting people.

Plausible but unsupported. The poem describes many kinds of connection, not just ships.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Repetition in a poem strengthens the message and makes it memorable.

The poet repeats ideas about the past to help readers see a pattern.

Too narrow means the answer covers only one small part of the repetition.

THIS WEEK'S FOCUS

Author's Purpose

from “What We Carry Forward”

Poets **repeat** ideas for a reason. Repetition strengthens the message and makes it stick. STAAR asks: **Why does the poet repeat ideas about the past?** The answer explains the **job** of the repetition. Traps this week: **Too narrow**, **Misreads the lines**, and **Word match trap**.

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 the poet repeats."

EXACT TEKS WORDING

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

Notice the poet's repetition.

Read the lines. What idea does the poet keep returning to? Think about why.

"A rule is written, strong and clear, Its meaning travels year to year."

I CAN | I can notice a pattern of repeated ideas in a poem.



TODAY'S THINKING JOB

CHOOSE

"I can choose why the poet repeats ideas."

EXACT TEKS WORDING

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

Choose why the poet repeats.

STAAR asks: Why does the poet repeat ideas about the past?

"What we carry, what we share, Shows future generations that we care."

A To describe only the Magna Carta • **B** To show that people carry ideas from past to future • **C** To explain only how music travels through time

I CAN | I can choose the answer that explains the job of the repetition.



TODAY'S THINKING JOB

SHOW

“I can show how repeated examples build the message.”

EXACT TEKS WORDING

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

Show how the repetition builds the message.

The poet mentions the Magna Carta, Timbuktu, Texas music, and speeches. How do these examples work together?

“Learning traveled hand to hand; New questions moved from land to land.”

I CAN | I can explain how the poet uses different examples to prove the same 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.

"A song is sung, a story told; New hands can carry what is old."

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 ideas about the past only to describe the Magna Carta.** Explain why it is a trap and name the trap.

"At Runnymede in days long past, A written promise came at last."

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



AUTHOR'S PURPOSE

Explain the repetition.

Go back to the poem. Explain why the poet repeats ideas about the past. Write the message.

Go back to the poem.
Explain why the poet repeats ideas about the past.
Write the message.

I CAN | I can explain why the poet repeats an idea and state the message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The poet keeps returning to the idea that things from the past travel forward through time. This repetition helps the reader see that the past shapes the future.

CHOOSE B. To show that people carry ideas from past to future. A is Too narrow, the Magna Carta is one example. C is Too narrow, music is another example.

SHOW Each example shows a different way the past is carried forward: laws, learning, music, and speeches. Together, they prove that people carry ideas and traditions through time.

OWN Answers vary. Example: Every generation receives ideas and traditions from the past and gets to decide what to keep, question, and improve. Trap: The Magna Carta limited the king's power is a Detail, not the message.

DEFEND Too narrow. The poet repeats ideas about the past using many examples: the Magna Carta, Timbuktu, Texas music, speeches, and more. The repetition is about a bigger pattern, not just one event.

YOUR TURN Answers vary. The poet repeats ideas about the past to show that people carry laws, learning, music, and speeches forward through time. Message: Every generation inherits ideas from the past and decides what to preserve and improve.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“A rule is written, strong and clear, Its meaning travels year to year. A song is sung, a story told; New hands can carry what is old.”

Why does the poet repeat ideas about the past?

- A** To describe only the Magna Carta and what King John agreed to
- B** To explain how to write a poem about history
- C** To show that people carry ideas and traditions from past to future
- D** To convince readers that old ideas are always correct



AUTHOR'S PURPOSE

The answer is C.

A To describe only the Magna Carta and what King John agreed to

Too narrow. The Magna Carta is one example; the poet uses many others throughout the poem.

B To explain how to write a poem about history

Misreads the lines. The poem is not a how-to guide for writing poems.

C To show that people carry ideas and traditions from past to future **Correct.**

The poet repeats the idea through laws, learning, music, and speeches to show a pattern.

D To convince readers that old ideas are always correct

Misreads the lines. The poem says we question and improve, not that old ideas are always right.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Comparing two poems means finding what both poets share in their purpose.

An overstated claim makes the comparison too strong or too absolute.

Both poems must support the answer, not just one.

THIS WEEK'S FOCUS

Author's Purpose

from “What We Carry Forward”

When two poems cover similar topics, STAAR may ask: **How are the purposes of the two poems alike?** The answer explains what both poets are trying to do, not just one. Traps this week: **Overstated claim**, **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 what two poems have in common."

EXACT TEKS WORDING

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

Notice what both poems share.

Think about both poems. What are both poets trying to help readers understand?

"What we carry forward shows How yesterday becomes tomorrow."

I CAN | I can notice a shared purpose between two poems.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose how two poems' purposes 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?

"The past may place things in our hands, But we help shape where the future stands."

A Both poems are only about the Magna Carta. • **B** Both poets want readers to memorize dates. • **C** Both show connections from past shape the future.

I CAN | I can choose the shared purpose that fits both poems.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how both poems support a shared purpose.”

EXACT TEKS WORDING

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

Show how both poems support the shared purpose.

Give one example from each poem that proves their purposes are alike.

“So what will we preserve and share? What will we question, change, repair?”

I CAN | I can use examples from both poems to prove they share a purpose.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

“I can explain the shared message of two poems.”

EXACT TEKS WORDING

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

Own the message.

Purpose is about **these poems**. The message is a **big life lesson** beyond them. What life lesson do both poets want readers to understand?

“We question, learn, and change our mind.”

I CAN | I can explain a life lesson that 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 believe that everything from the past should be kept exactly the same.** Explain why it is a trap and name the trap.

"We do not carry all things blind; We question, learn, and change our mind."

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



AUTHOR'S PURPOSE

Compare both poems.

Go back to both poems. Explain how their purposes are alike. Write the shared message.

**Go back to both poems.
Explain how their purposes are alike.
Write the shared message.**

I CAN | I can explain how two poems share a purpose and state the shared message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE Both poems explore how the past connects to the present and future. The first poem uses rivers and roads as symbols for connection. The second poem uses historical examples to show how ideas travel through time.

CHOOSE C. Both show connections from past shape the future. A is Too narrow, the Magna Carta is in one poem. B is Misreads the lines, neither poem asks readers to memorize dates.

SHOW Poem 1 uses rivers and roads to show how trade connects communities across time. Poem 2 uses the Magna Carta, Timbuktu, and music to show how ideas travel through generations. Both show the past shaping the future.

OWN Answers vary. Example: The past gives people ideas, traditions, and lessons. Each generation decides what to keep, question, and improve. Trap: The Caddo traded goods is a Detail, not the message.

DEFEND Overstated claim. Both poems show that people carry things forward, but both also say we question, change, and improve. Keeping everything exactly the same is too strong.

YOUR TURN Answers vary. Both poets show that connections from the past continue to shape the present and future. Shared message: Each generation inherits ideas and traditions from the past and decides what to preserve, question, and improve.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“What we carry forward shows How yesterday becomes tomorrow. The past may place things in our hands, But we help shape where the future stands.”

How are the purposes of the two poems alike?

- A** Both poets argue that every old idea from history must be preserved
- B** Both poets argue that trade is the most important part of history.
- C** Both poets write only about Texas musicians.
- D** Both poets show that connections from the past still shape the future



AUTHOR'S PURPOSE

The answer is D.

- A Both poets argue that every old idea from history must be preserved**
Misreads the lines. Neither poem asks readers to memorize anything.
- B Both poets argue that trade is the most important part of history.**
Overstated claim. Trade is one topic; both poems also cover laws, music, learning, and speeches.
- C Both poets write only about Texas musicians.**
Too narrow. Texas musicians appear in one poem, and they are one of several examples.
- D Both poets show that connections from the past still shape the future **Correct.****
Both poems explore how ideas and traditions from the past travel into the future.



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 sets up what the whole text will explore.

The question's job is to guide the reader's thinking throughout the text.

Misreads the lines means twisting what the question is really asking.

THIS WEEK'S FOCUS

Author's Purpose

from “What Shapes a Society? Place, Resources”

Authors begin with a **central question** to set up the purpose. STAAR asks: **Why does the author begin with a central question?** The answer explains the **job** of the question, not just restates it. Traps this week: **Misreads the lines**, **Too narrow**, and **Word match trap**.

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 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, and what **job** does it do?

“How does where people live affect what they can do, and what happens when communities connect?”

I CAN | I can notice how an opening question guides the whole text.



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 with a question.

STAAR asks: **Why** does the author begin with a central question?

“The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel.”

A To ask readers to answer a quiz question • **B** To guide an exploration of how geography shapes life • **C** To describe only one region of Texas

I CAN | I can choose the answer that explains the question's job.



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how a section answers the central question.”

EXACT TEKS WORDING

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

Show how the text answers the question.

How does the section about resources answer the central question?

“A natural resource is something found in nature that people can use.”

I CAN | I can explain how one part of the text connects to the opening question.



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.

"Places create possibilities. Resources create opportunities and limits. Connections create change. People decide what to do next."

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 test whether readers already know geography.** Explain why it is a trap and name the trap.

"Understanding these connections helps answer an important question:"

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



AUTHOR'S PURPOSE

Explain the central question.

Go back to the passage. Explain why the author begins with a central question. Write the purpose and message.

Go back to the reading.
Explain why the author begins with a central question.
Write the purpose and message.

I CAN | I can explain why the author begins with a central question and state the purpose and message.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE The central question tells readers what the text will explore: how geography and connections shape societies. Every section answers part of this question.

CHOOSE B. To guide readers through an exploration of how geography and connections shape societies. A is Misreads the lines, the question is not a quiz. C is Too narrow, the text covers many places.

SHOW The resources section answers the central question by showing that the resources available in a place affect what people can do there. Gold helped Mali grow, and oil, wind, and farmland shape Texas.

OWN Answers vary. Example: Geography shapes what is possible, but people make the choices that turn possibilities into reality. Trap: Mali had gold is a Detail, not the message.

DEFEND Misreads the lines. The central question is not a test. It guides the reader through the text's exploration of how geography and connections shape societies.

YOUR TURN Answers vary. The central question guides readers to explore how geography and connections shape societies. Purpose: to explain how place, resources, and connections shape communities. Message: Geography creates possibilities, but people decide what to do with them.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Every society begins somewhere. People may live near a river, on a grassy plain, beside an ocean, in a forest, or in a dry region where water is difficult to find.”

Why does the author begin with a central question?

- A** To give readers a quiz question about geography vocabulary words
- B** To guide an exploration of how geography and connections shape life
- C** To describe only the Caddo people of East Texas
- D** To convince readers that rivers are the most important resource



AUTHOR'S PURPOSE

The answer is B.

- A To give readers a quiz question about geography vocabulary words**
Misreads the lines. The central question guides the reading, not a quiz.
- B To guide an exploration of how geography and connections shape life **Correct.****
The question sets up the text, and every section answers how geography shapes life.
- C To describe only the Caddo people of East Texas**
Too narrow. The Caddo are one example; the text covers many societies.
- D To convince readers that rivers are the most important resource**
Wrong purpose. The author explains about many resources, not just rivers.



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 covers the whole text, not just one section.

A message is a life lesson true for people everywhere, not just in the text.

Plausible but unsupported means the answer sounds good but the text does not say it.

THIS WEEK'S FOCUS

Author's Purpose

from “What Shapes a Society? Ideas, Choices”

The **message** across sections is a life lesson the whole text teaches. STAAR asks: **Which sentence best states a message in the selection?** The message must fit ALL sections, not just one. Traps this week: **Plausible but unsupported**, **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 the life lesson that connects all sections."

EXACT TEKS WORDING

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

Notice what the sections share.

Read the sentence. What life lesson connects all the sections?

"Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography."

I CAN | I can notice one message that runs through the whole text.



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: Which sentence best states a message in the selection?

"Human choices create consequences."

A Ideas and culture shape societies over time. • **B** The Magna Carta was written in 1215. • **C** Mansa Musa was the richest person in history.

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



AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

“I can show how different sections support one message.”

EXACT TEKS WORDING

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

Show how different sections support the message.

How does the section about leadership AND the section about music both support the message?

“Leadership helps determine what happens with them.”

I CAN | I can explain how multiple sections connect to the same 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: **Which sentence best states a message in the selection?** This sentence is a detail, not the message. Use it as a clue.

"Societies are shaped by many people acting over time."

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 geography is not important at all.** Explain why it is a trap and name the trap.

"Geography provides the setting where societies develop."

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 from the text that proves the message.

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 ideas, choices, and culture shape societies, not just geography. The life lesson is that human decisions and creativity help determine how communities change.

CHOOSE A. Ideas, leadership, and culture help shape societies, and every generation's choices leave something behind. B is Detail, not the message, a fact about one event. C is Detail, not the message, a fact about one person.

SHOW The leadership section shows that Mansa Musa's choices helped Mali grow. The music section shows that artists preserved culture through song. Both prove that human choices shape societies.

OWN Answers vary. Example: Every generation's ideas, choices, and creativity help shape the world, and those choices leave a lasting impact. Trap: The Renaissance studied ancient Greece is a Detail, not the message.

DEFEND Plausible but unsupported. The text says ideas shape societies powerfully, but it also says geography provides the setting. Saying geography is not important at all goes beyond what the text says.

YOUR TURN Answers vary. Message: Ideas, leadership, and culture shape societies, and every generation's choices leave something behind. Proof: Human choices create consequences.



AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Ideas do not have mountains. Choices do not flow like rivers. Culture cannot be measured the same way we measure rainfall. Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography.”

Which sentence best states a message in the selection?

- A** Ideas do not have mountains or flow like rivers in the ground
- B** Mansa Musa traveled thousands of miles on a pilgrimage.
- C** Ideas, leadership, and culture shape societies over many generations
- D** Lydia Mendoza sang songs in Spanish.



AUTHOR'S PURPOSE

The answer is C.

- A Ideas do not have mountains or flow like rivers in the ground**
Detail, not the message. This is a fact about one event.
- B Mansa Musa traveled thousands of miles on a pilgrimage.**
Detail, not the message. This is a fact about one person's journey.
- C Ideas, leadership, and culture shape societies over many generations **Correct.****
The text shows that ideas, leadership, and culture shape societies across generations.
- D Lydia Mendoza sang songs in Spanish.**
Detail, not the message. This is a fact about one musician.



AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

An evidence text teaches readers how to study the past using different sources.

The purpose covers all the exhibits, not just one.

Wrong purpose means picking the wrong reason like convince when the text explains.

THIS WEEK'S FOCUS

Author's Purpose

from “The Evidence Room”

The **author's purpose** of an evidence text is to **explain** readers about how evidence helps us understand the past. STAAR asks: **What is the most likely reason the author wrote this selection?** The purpose covers the WHOLE text, not just one exhibit. Traps this week: **Wrong purpose**, **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**, **convince**, or **amuse**? Notice the words that tell you.

"Historians cannot travel back in time."

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?

“Each piece of evidence can reveal something about the past.”

A To describe only Caddo pottery • **B** To convince that maps are the best evidence • **C** To explain how evidence helps understand the past

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 how a section supports the purpose.”

EXACT TEKS WORDING

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

Show how the exhibits support the purpose.

How does the exhibit about the trade map help the author's purpose?

“The map shows that distant places were connected.”

I CAN | I can explain how one exhibit 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.

“Researchers build stronger explanations when they connect the pieces.”

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 that paintings are more important than maps.** Explain why it is a trap and name the trap.

“Artwork can provide evidence about what people valued.”

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. The author states a fact about how historians work. The text teaches readers about evidence.

CHOOSE C. to teach readers about how different kinds of evidence help people understand the past. A is Too narrow, pottery is one exhibit. B is Wrong purpose, the text presents all kinds of evidence equally.

SHOW The trade map exhibit shows that maps can reveal connections between distant places. This supports the purpose of teaching readers about different kinds of evidence.

OWN Answers vary. Example: No single piece of evidence tells the whole story; understanding the past requires studying many different kinds of sources. Trap: Caddo pottery was found in East Texas is a Detail, not the message.

DEFEND Wrong purpose type. The text presents all kinds of evidence equally. The author explains about different sources, not argues that one is more important.

YOUR TURN Answers vary. Purpose: to teach readers about how different kinds of evidence help people understand the past. Message: no single source tells the whole story; researchers build understanding by connecting many pieces. Proof: Each piece of evidence can reveal something about the past.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Historians cannot travel back in time. Instead, they study evidence.”

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

- A** To explain how different kinds of evidence help us understand the past
- B** To convince readers that artifacts are better evidence than documents
- C** To convince readers that artifacts are better than documents
- D** To describe only the Magna Carta exhibit



AUTHOR'S PURPOSE

The answer is A.

A To explain how different kinds of evidence help us understand the past **Correct.**
The text presents six exhibits showing how different evidence types reveal the past.

B To convince readers that artifacts are better evidence than documents
Wrong purpose type. The text gives facts about real evidence, not a fictional story.

C To convince readers that artifacts are better than documents
Wrong purpose type. The text presents all evidence types equally, not argues for one.

D To describe only the Magna Carta exhibit
Too narrow. The Magna Carta is one of six exhibits, not the whole text.



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 needs the purpose, the message, and evidence from the text.

The message is a life lesson true beyond this passage.

Too narrow audience means an answer that limits who the text is for.

THIS WEEK'S FOCUS

Author's Purpose

from “Five Forces That Shape a Society”

The **purpose capstone** brings everything together. STAAR asks: **Short response: Explain the author's purpose and message with evidence.** You must name the purpose, state the message as a life lesson, AND use a detail from the text as proof. 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 both purpose and message."

EXACT TEKS WORDING

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

Notice purpose and message together.

Read the sentence. Does it point to the **purpose** (why the author wrote this) or the **message** (a big life lesson)?

"Societies are shaped by places, resources, connections, ideas, and people, and these forces often work together."

I CAN | I can notice when the author states the purpose and when the author points to the message.



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

"Explore the five forces below."

A To explain five forces that shape societies • **B** To convince that place is the only important force • **C** To tell a story with a story about Texas

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 how the text proves the purpose with evidence."

EXACT TEKS WORDING

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

Show how the text proves the purpose.

Choose one of the five forces and explain how the text uses evidence to support it.

"Connections between communities can spread both goods and ideas."

I CAN | I can explain how one force is supported by evidence in 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.

"These artists did not make the same kind of music, but each used a voice to contribute to Texas culture."

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 text only for students studying Texas history.** Explain why it is a trap and name the trap.

"People can help preserve culture by sharing stories, traditions, art, and experiences."

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



AUTHOR'S PURPOSE

Explain purpose and message with evidence.

Go back to the passage. Write a short response explaining the author's purpose and message. Use one detail from the text as evidence.

Go back to the reading.
Explain the author's purpose and message.
Use one detail as evidence.

I CAN | I can explain an author's purpose and message and support them with evidence from the text.



AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE This sentence points to both. The purpose is to explain the five forces that shape a society. The message is that many different forces work together to shape communities.

CHOOSE A. to teach readers about five forces that shape societies: place, resources, connection, ideas, and people. B is Too narrow, the text covers five forces, not just one. C is Wrong purpose, the text gives facts, not a story.

SHOW The connection force is supported by the example of Caddo trade. The text explains that Caddo communities traded goods along rivers and that connections can spread ideas, not just objects.

OWN Answers vary. Example: Societies are shaped by many forces working together, and understanding these forces helps people make better choices for the future. Trap: Texas has four regions is a Detail, not the message.

DEFEND Too narrow audience. The text uses Texas and other examples, but the five forces apply to ALL societies. The author wrote for anyone learning about how societies are shaped, not just Texas students.

YOUR TURN Answers vary. Purpose: to explain five forces that shape societies. Message: many different forces work together to shape communities, and understanding them helps people make better choices. Evidence: The text uses examples like Caddo trade, the Magna Carta, and Texas music to show how place, resources, connections, ideas, and people all work together.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Societies are shaped by places, resources, connections, ideas, and people, and these forces often work together.”

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

- A** To convince readers that resources matter more than ideas or people
- B** To amuse readers with a fictional story about ancient communities
- C** To explain five forces that shape societies and how they connect
- D** To describe only the contributions of Texas musicians



AUTHOR'S PURPOSE

The answer is C.

- A To convince readers that resources matter more than ideas or people**
Plausible but unsupported. The text presents all five forces as important, not one above the others.
- B To amuse readers with a fictional story about ancient communities**
Wrong purpose. The text gives facts about real societies, not a fictional story.
- C To explain five forces that shape societies and how they connect **Correct.****
The text explores place, resources, connections, ideas, and people as connected forces.
- D To describe only the contributions of Texas musicians**
Too narrow audience. Texas musicians are one of many examples in the text.

