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.

Knowing the purpose helps me understand why the author chose certain words and details.

The test 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 "The Great Chocolate Chip Cookie Mystery"

The **author's purpose** is why the author wrote the text: to **inform**, **persuade**, or **entertain**. This week we learn to tell the difference. STAAR asks: **What is the most likely reason the author wrote this story?** Traps this week: **Wrong purpose type**, **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 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.

"They're gone," announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled."

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the main purpose.

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

"A week earlier, she would have repeated the famous invention story without thinking twice."

A To entertain with a funny mystery • **B** To explain the history of cookies • **C** To convince readers to eat fruit

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.

STAAR asks: **The author includes the cafeteria investigation most likely to** do what? Show your thinking.

"The cafeteria normally prepared 180 desserts for the fifth-grade lunch period."

I CAN | I can explain how one part 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.

"Your first ideas weren't the problem. People form possible explanations all the time. The important question is what you 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 wrote this story to explain the history of chocolate chip cookies.** Explain why it is a trap and name the trap.

"Several websites repeated the famous story Eli had heard: Wakefield supposedly added pieces of chocolate to cookie dough expecting them to melt completely."

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 your answer.

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 humor and exaggeration to make a funny scene. There are no facts or opinions trying to convince us.

CHOOSE **A.** To entertain with a funny mystery. B is Too narrow, only one part of the story. C is Wrong purpose type, the author never tries to convince us.

SHOW **To add humor and show how the students solved the mystery with evidence instead of rumors.** It makes the story story-like and teaches a lesson.

OWN **Answers vary.** Example: Asking questions and checking evidence leads to better answers than guessing. Trap: The cookies ran out because more students wanted them is a Detail, not the message.

DEFEND **Wrong purpose type and Too narrow.** Cookie history is only one part of the story. The whole text uses humor, characters, and a mystery to share a story.

YOUR TURN **Answers vary.** Purpose: to share a funny mystery about missing cookies. Proof: Then I question the fairness of this investigation.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"Mrs. Delgado divided the whiteboard into three columns: WHAT WE HEARD WHAT WE THOUGHT WHAT THE EVIDENCE SHOWED Under WHAT WE HEARD, the class listed: Sixth grade took the cookies."

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

A To explain cafeteria nutrition rules

B To share a funny mystery about missing cookies

C To convince students to eat fruit cups instead

D To describe how chocolate chip cookies are made

AUTHOR'S PURPOSE

The answer is B.

A **To explain cafeteria nutrition rules**
Wrong purpose type. The text is a story with humor, not a nutrition article.

B **To share a funny mystery about missing cookies** **Correct.**
The whole text uses characters, humor, and a mystery to share a story with readers.

C **To convince students to eat fruit cups instead**
Wrong purpose type. The author never tries to convince readers to choose fruit.

D **To describe how chocolate chip cookies are made**
Too narrow. Cookie history is one part, not the reason for the whole story.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

A passage fact is a detail, not the message. The message works for people anywhere.

The test asks for the message, so I look for a lesson that is true even outside this story.

THIS WEEK'S FOCUS

Author's Purpose

from "The Great Chocolate Chip Cookie Mystery"

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 story?** Traps this week: **Detail, not the message**, **Too narrow**, and **Plausible but unsupported**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice a clue to the message.

Read the sentence. What big life lesson might the author want you to learn? Notice the words that point to a lesson beyond this story.

"Maybe mysteries were hiding everywhere."

I CAN | I can notice words that point to a life lesson beyond the passage.

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 story?**

"The important question is what you do next."

A Cookies ran out because more students wanted them • **B** Checking evidence leads to better answers than guessing • **C** Students should always eat fruit cups instead

I CAN | I can choose the message that is a life lesson and skip the traps.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how a detail helps reveal the message."

EXACT TEKS WORDING

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

Show how a detail points to the message.

The message is a **big life lesson**. How does this detail help you see the message?

"They compared several sources instead of stopping after the first one."

I CAN | I can explain how one part of the text points to a 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 story?** This sentence is a detail, not the message. Use it as a clue.

"The cafeteria predicted that more students would choose fruit cups than actually did."

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 chocolate chip cookies were invented by accident.** Explain why it is a trap and name the trap.

"But other accounts described the story differently. Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound."

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 hints that being curious and looking for answers is important everywhere, not just in this story.**

CHOOSE **B.** Checking evidence leads to better answers than guessing. A is Detail, not the message, it only tells what happened. C is not supported by the text.

SHOW **This detail shows the characters learning to check evidence before believing a story.** It points to the message that good answers come from investigation.

OWN **Answers vary.** Example: People make better decisions when they check the facts instead of believing the first thing they hear. Trap: The cafeteria ran out of cookies is a Detail, not the message.

DEFEND **Detail, not the message.** The cookie invention is a fact inside the story. The message is a life lesson about checking evidence before believing a popular story.

YOUR TURN **Answers vary.** Message: Good answers come from checking evidence, not from guessing. Proof: Maybe the smartest first question was not: What do I believe? Maybe it was: What does the evidence show?

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Now she wondered how many other stories she had heard that sounded true simply because they were interesting. Maybe mysteries were hiding everywhere. And maybe the smartest first question was not: "What do I believe?" Maybe it was: "What does the evidence show?"”

Which sentence best states a message in the story?

A Chocolate chip cookies were invented at the Toll House Inn

B Jordan thought sixth grade stole the cookies

C The cafeteria needed to order more cookies on Fridays

D Good answers come from checking evidence, not from believing the first thing you hear

AUTHOR'S PURPOSE

The answer is D.

A **Chocolate chip cookies were invented at the Toll House Inn**
Detail, not the message. This is a fact inside the story, not a life lesson.

B **Jordan thought sixth grade stole the cookies**
Detail, not the message. This is what a character thought, not a lesson for everyone.

C **The cafeteria needed to order more cookies on Fridays**
Too narrow. This is a solution for one cafeteria, not a big life lesson.

D **Good answers come from checking evidence, not from believing the first thing you hear** **Correct.**
The whole story shows that checking evidence leads to better answers than guessing.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A story can have more than one purpose. It can entertain and teach at the same time.

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

The test looks for the reason the author put something in the story, not just what happened.

THIS WEEK'S FOCUS

Author's Purpose

from "The Fifth-Grade Cookie Commission"

Sometimes a story **entertains and teaches** at the same time. The author's purpose can include both. STAAR asks: **Why does the author include the problem in paragraph 3?** Traps this week: **Too narrow**, **Word match trap**, 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 **inform**, **persuade**, or **entertain**? Notice the words that tell you.

"Jordan whispered to Tessa, "This is the greatest moment in American democracy.""

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 why the author includes a part."

EXACT TEKS WORDING

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

Choose the main purpose.

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

"She wrote three words on the board: COOKIE COMMISSION The room exploded."

A To set up the challenge that drives the story • **B** To explain what cupcakes taste like • **C** To list every dessert the school serves

I CAN | I can choose the reason the author includes a part 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 paragraph.

STAAR asks: **Why does the author include the survey results?** Show your thinking.

"Chocolate chip cookies received 44 percent of the vote."

I CAN | I can explain how one part 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 strongest choices happen when people speak, listen, investigate, and are willing to change their minds."

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 problem in paragraph 3 to tell readers that cookies are the best dessert.** Explain why it is a trap and name the trap.

"They got the most votes, but more than half the students voted for something else."

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 why the author includes the survey. Copy one sentence that proves your answer.

Go back to the reading.

Write why the author includes the survey.

Copy one sentence that proves your answer.

I CAN | I can explain why the author includes a part and prove it with a sentence from the text.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **Entertain.** Jordan's exaggeration about democracy is funny. The author uses humor to draw readers into the story.

CHOOSE **A.** To set up the challenge that drives the story. B is Too narrow, cupcakes are one detail. C is not what the paragraph does.

SHOW **To show that the most popular choice did not mean everyone agreed.** The survey made the students realize the problem was more complicated than they thought.

OWN **Answers vary.** Example: Good decisions come from gathering evidence, hearing different views, and being willing to change your mind. Trap: The class chose a rotating dessert is a Detail, not the message.

DEFEND **Too narrow and Misreads a detail.** The story shows that popularity does not settle everything. The author's point is that good decisions need more than just the most votes.

YOUR TURN **Answers vary.** The author includes the survey to show that the students needed more evidence before making a decision. Proof: They got the most votes, but more than half the students voted for something else.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“We also have students with food allergies and dietary restrictions," she explained. "Whatever you recommend should include a choice they can safely enjoy."”

Why does the author include the problem in paragraph 3?

A To describe the taste of cupcakes

B To introduce the challenge the class must solve

C To explain how to cook chocolate chip cookies

D To convince readers that bananas are the best fruit

AUTHOR'S PURPOSE

The answer is B.

A **To describe the taste of cupcakes**
Too narrow. Cupcakes are one detail, not the reason for the paragraph.

B **To introduce the challenge the class must solve** **Correct.**
The paragraph introduces the Cookie Commission challenge, which drives the rest of the story.

C **To explain how to cook chocolate chip cookies**
Not in the text. The story never explains how to cook cookies.

D **To convince readers that bananas are the best fruit**
Wrong purpose type. The author never tries to convince readers about bananas.

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 be a fact, a quote, or an event inside the story.

The best supporting detail is the one that most clearly points to the life lesson.

If a detail only tells what happened but does not connect to a lesson, it does not support the message.

THIS WEEK'S FOCUS

Author's Purpose

from "The Fifth-Grade Cookie Commission"

Some **details** in a story point directly to the **message**. A strong reader can find the detail that best supports the life lesson. STAAR asks: **Which detail best supports the author's message?** Traps this week: **Misreads the lines**, **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 details that point to the message."

EXACT TEKS WORDING

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

Notice a detail that points to the message.

Read the sentence. What life lesson does this detail help you see? Notice how the detail connects to a bigger idea.

"It meant everybody had a chance to be heard before we made the decision."

I CAN | I can notice how a detail connects to the author's 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 best supporting detail.

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

"And we couldn't just choose based on what we personally wanted. We needed information."

A Jordan called it the greatest moment in American democracy • **B** Sofia created the Cupcake Coalition • **C** Good decisions need information, not just personal wishes

I CAN | I can choose the detail that points to a life lesson and skip the traps.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports the author's message."

EXACT TEKS WORDING

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

Show how a detail supports the message.

The message is a **big life lesson**. Show how this detail supports it.

"We listened to people who disagreed with us," another student said."

I CAN | I can explain how one detail points 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 detail best supports the author's message?** This sentence is a detail, not the message. Use it as a clue.

"Because having a voice mattered. Making choices mattered."

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 detail that best supports the message is that Jordan founded the Cookies for All party.** Explain why it is a trap and name the trap.

"Eli founded Cookies for All."

I CAN | I can prove why a supporting-detail answer is wrong using the text.

AUTHOR'S PURPOSE

Find the best supporting detail on your own.

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

Go back to the reading.

Write the message.

Copy one detail that best supports the message.

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

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **This detail shows that having a voice matters even when people do not get exactly what they want.** It points to a message about fairness and listening.

CHOOSE **C.** Good decisions need information, not just personal wishes. A is Misreads the lines, Jordan was joking. B is Too narrow, it names one group.

SHOW **This detail supports the message because it shows that good decisions require listening to different views, not just agreeing with people who think like you.**

OWN **Answers vary.** Example: People make stronger choices when they gather evidence, listen to others, and stay open to changing their minds. Trap: The class picked a rotating dessert plan is a Detail, not the message.

DEFEND **Misreads the lines.** Eli founded Cookies for All, not Jordan. Even if the name were correct, it only tells one event. It does not connect to the life lesson about making good decisions.

YOUR TURN **Answers vary.** Message: Strong decisions happen when people listen, investigate, and stay open to new ideas. Detail: We couldn't just choose based on what we personally wanted. We needed evidence and different views.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Principal Bennett nodded. "That sounds like a useful lesson." The following month, the new system began.”

Which detail best supports the author's message?

A Trevor held up his banana sign

B Cupcakes cost more than cookies

C The class used surveys, costs, and different views before deciding

D Jordan took his first bite and nodded thoughtfully

AUTHOR'S PURPOSE

The answer is C.

A **Trevor held up his banana sign**
Too narrow. The banana sign is a humorous moment, not a message detail.

B **Cupcakes cost more than cookies**
Too narrow. Cost is one factor, not the whole lesson.

C **The class used surveys, costs, and different views before deciding** **Correct.**
This detail shows the class gathering evidence and listening, which supports the message about making strong decisions.

D **Jordan took his first bite and nodded thoughtfully**
Misreads the lines. Jordan eating a cookie is a detail about his reaction, not the 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?

When a text gives facts, dates, and explanations, the purpose is usually to inform.

The purpose fits the whole text, not just one paragraph.

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

THIS WEEK'S FOCUS

Author's Purpose

from "From Tension to Revolution"

An **informational text** informs readers with facts and explanations. The author's 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**, **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 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.

"To recover money, Parliament placed new taxes on the colonies."

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?**

"The American Revolution became a fight for independence, leading to the Declaration of Independence and the creation of a new nation."

A To entertain readers with a funny story about taxes • **B** To inform readers about events that led to the American Revolution • **C** To persuade readers to protest against the government

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show why the author includes a paragraph.

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

"Colonists strongly opposed this law because they had no representatives in Parliament."

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 colonists learned that there is strength in numbers."

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 with readers with an exciting battle story.** Explain why it is a trap and name the trap.

"In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people."

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 your answer.

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 **Inform.** The author gives a historical fact about taxes. There is no story and no opinion trying to convince the reader.

CHOOSE **B.** To inform readers about events that led to the American Revolution. A is Wrong purpose type, there is no funny story. C is Wrong purpose type, the author does not ask readers to protest.

SHOW **To explain why colonists were angry about the Stamp Act.** It shows how taxes without representation became a key issue leading to revolution.

OWN **Answers vary.** Example: People can create change when they work together for a cause they believe in. Trap: The Stamp Act taxed printed materials is a Detail, not the message.

DEFEND **Wrong purpose type.** The text gives historical facts and explains events. There are no made-up characters or humorous scenes. The purpose is to explain.

YOUR TURN **Answers vary.** Purpose: to explain events leading to the American Revolution. Proof: Tensions continued to rise.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. Many colonists considered themselves loyal to the king. However, this began to change after the French and Indian War."

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

A To explain events that led to the American Revolution

B To share a story with readers with a made-up story about the king

C To convince readers to support British taxes

D To describe what clothing colonists wore

AUTHOR'S PURPOSE

The answer is A.

A **To explain events that led to the American Revolution** **Correct.**
The whole text uses facts and explanations to explain the causes of the revolution.

B **To share a story with readers with a made-up story about the king**
Wrong purpose type. The text gives historical facts, not a fictional story.

C **To convince readers to support British taxes**
Wrong purpose type. The author explains why colonists opposed taxes, not supports them.

D **To describe what clothing colonists wore**
Too narrow. Clothing is not mentioned in this selection.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Every paragraph has a job in the text.

STAAR asks why the author includes a paragraph, not just what it says.

A Too narrow answer picks one small detail from the paragraph instead of its job.

THIS WEEK'S FOCUS

Author's Purpose

from "From Tension to Revolution"

When STAAR asks **why the author includes a paragraph**, the answer is the **job** that paragraph does for the whole text. A paragraph can introduce a topic, give an example, explain a cause, or show an effect. STAAR asks: **Why does the author include paragraph 2?** Traps this week: **Too narrow**, **Word match trap**, and **Wrong purpose type**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice the job a paragraph does."

EXACT TEKS WORDING

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

Notice a paragraph's job.

Read the sentence. What job is this paragraph doing? Is it introducing, explaining, or giving an example?

"They argued that it was unfair to be taxed without a voice, which led to the phrase "taxation without representation.""

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

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?**

"Many colonists began to meet together, write letters, and speak out against the tax."

A To describe what newspapers looked like • **B** To explain what the Stamp Act was and why it angered colonists • **C** To explain why colonists protested against the Stamp Act

I CAN | I can choose the reason the author includes a part 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.

STAAR asks: **The author includes the Boston Tea Party section most likely to** do what?

"During this protest, colonists dumped tea into Boston Harbor."

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.

"Instead of ending the conflict, these actions brought the colonies 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 includes paragraph 2 to tell readers that colonists played with playing cards.** Explain why it is a trap and name the trap.

"It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, and playing cards."

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. Write its job and copy one sentence that proves it.

Go back to the reading.

Pick one paragraph.

Write its job and copy one sentence that proves it.

I CAN | I can explain why the author includes a paragraph and prove it with a sentence from the text.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **The paragraph explains why colonists were angry about taxes.** Its job is to show the cause of the conflict.

CHOOSE **C.** To explain why colonists protested against the Stamp Act. A is Too narrow, newspapers are one detail. B is Too narrow, it names the Act but misses the protest response.

SHOW **To show that colonists took bold action against British policies.** This section helps readers see how protests grew stronger over time.

OWN **Answers vary.** Example: When people face unfair treatment, standing up together can lead to lasting change. Trap: The Boston Tea Party involved dumping tea is a Detail, not the message.

DEFEND **Too narrow.** Playing cards is one small item in a list. The paragraph's job is to explain the Stamp Act and why colonists protested it.

YOUR TURN **Answers vary.** Paragraph 2 job: to explain the Stamp Act and why colonists protested. Proof: They argued that it was unfair to be taxed without a voice.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Some colonists dressed as Native Americans to hide their identities as they threw the tea into the water. This protest showed that many colonists were willing to take bold action.”

Why does the author include paragraph 2?

A To describe what playing cards looked like in the 1700s

B To explain why colonists were angry about the Stamp Act and how they protested

C To share a story with readers with a funny scene about taxes

D To convince readers to stop paying taxes

AUTHOR'S PURPOSE

The answer is B.

A **To describe what playing cards looked like in the 1700s**
Too narrow. Playing cards is one item in a list, not the paragraph's job.

B **To explain why colonists were angry about the Stamp Act and how they protested** **Correct.**
The paragraph explains the Stamp Act and shows why colonists protested it.

C **To share a story with readers with a funny scene about taxes**
Wrong purpose type. The text explains with facts, not humor.

D **To convince readers to stop paying taxes**
Wrong purpose type. The author does not ask readers to stop paying taxes.

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 beyond the passage, not a fact from the text.

An overstated claim stretches the lesson further than the text supports.

I check whether the text actually supports the size of the life lesson.

THIS WEEK'S FOCUS

Author's Purpose

from "From Tension to Revolution"

A **message** is a big life lesson that is true beyond the passage. An **overstated claim** makes the lesson bigger or more extreme than the text supports. STAAR asks: **Which sentence best states a message in the selection?** Traps this week: **Overstated claim**, **Detail, not the message**, and **Too broad**.

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 a clue to the message.

Read the sentence. What big life lesson might the author want you to learn? Notice words that point beyond this passage.

"The colonists learned that there is strength in numbers. Working together made them more powerful than acting alone."

I CAN | I can notice words that point to a life lesson beyond the passage.

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 protests helped unite colonists who had once thought of themselves mostly as people from separate colonies."

A People can create change by working together for what they believe is right • **B** Violence always solves every problem • **C** Taxes are never necessary for any government

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how a paragraph helps reveal the message."

EXACT TEKS WORDING

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

Show how a paragraph supports the message.

The message is a **big life lesson**. How does this paragraph help reveal it?

"Colonists in different places sent food, supplies, and support to Boston."

I CAN | I can explain how one paragraph points 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.

"Great Britain eventually repealed, or canceled, the Stamp Act."

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 protesting always works and every protest succeeds.** Explain why it is a trap and name the trap.

"As the conflict grew, many colonists still hoped for peace."

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

AUTHOR'S PURPOSE

Find the message on your own.

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

Go back to the reading.

Write the author's message.

Copy one sentence that proves the message.

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

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **The author hints that people become stronger when they work together.** This is true beyond the colonies.

CHOOSE **A.** People can create change by working together for what they believe is right. B is Overstated claim, the text does not say violence always solves everything. C is Overstated claim, the text does not say taxes are never necessary.

SHOW **This detail shows colonies working together.** It supports the message that people create change by standing united.

OWN **Answers vary.** Example: When people stand together against unfair treatment, they can create lasting change. Trap: Great Britain repealed the Stamp Act is a Detail, not the message.

DEFEND **Overstated claim.** The text shows protests helped, but it also shows the conflict took many years. The text never says every protest always succeeds.

YOUR TURN **Answers vary.** Message: People can create change by standing together for what is right. Proof: Working together made them more powerful than acting alone.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"Instead of ending the conflict, these actions brought the colonies closer together. Colonists in different places sent food, supplies, and support to Boston. They began to understand that one colony's problem could become every colony's problem."

Which sentence best states a message in the selection?

A The Stamp Act required colonists to pay taxes on printed materials

B British soldiers were a threat to colonial rights

C People can accomplish more when they work together for a common cause

D Every protest in history has always been successful

AUTHOR'S PURPOSE

The answer is C.

A **The Stamp Act required colonists to pay taxes on printed materials**
Detail, not the message. This is a fact from the text, not a life lesson.

B **British soldiers were a threat to colonial rights**
Detail, not the message. This describes one event, not a lesson for everyone.

C **People can accomplish more when they work together for a common cause** **Correct.**
The text shows colonies uniting and growing stronger together, supporting this life lesson.

D **Every protest in history has always been successful**
Overstated claim. The text does not say every protest always succeeds.

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 and back it up with evidence from the text.

Plausible but unsupported means the answer sounds possible but the text does not actually say it.

I always check whether the text supports my answer before I write it.

THIS WEEK'S FOCUS

Author's Purpose

from "From Tension to Revolution"

A **short response** requires you to explain the author's purpose AND use evidence from the text. A **plausible but unsupported** answer sounds reasonable but is not backed by the text. STAAR asks: **Explain the author's purpose. Use evidence.** Traps this week: **Plausible but unsupported**, **Wrong purpose type**, and **Detail, not the message**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice purpose clues.

Read the sentence. What clue does it give about the author's purpose? Is the author informing, persuading, or entertaining?

"What began as anger over taxes grew into a larger struggle for freedom, self- government, and independence."

I CAN | I can notice words that reveal 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?**

"The colonists' protests, boycotts, meetings, and acts of resistance helped prepare them for the difficult fight ahead."

A To entertain readers with a fictional battle • **B** To inform readers about how tensions led to independence • **C** To persuade readers to join a modern protest

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.

STAAR asks: **The author includes the boycott section most likely to** do what?

"By refusing to buy British goods, colonists hoped to hurt British businesses and pressure Parliament to change its laws."

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.

"Their choices changed history and helped create the United States of America."

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The author's message is that people should never pay any taxes.** Explain why it is a trap and name the trap.

"They believed they should have a government that protected their rights and listened to their voices."

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

AUTHOR'S PURPOSE

Write a short response.

Go back to the passage. Explain the author's purpose and message. Use evidence from the text.

Go back to the reading.

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 **Inform.** The author explains how the revolution started and grew. The sentence summarizes the whole text with facts.

CHOOSE **B.** To inform readers about how tensions led to independence. A is Wrong purpose type, the text gives facts not fiction. C is Plausible but unsupported, the author does not ask readers to join a modern protest.

SHOW **To show that ordinary people took action against British policies.** The boycott section helps readers see how resistance grew beyond famous leaders.

OWN **Answers vary.** Example: People can create lasting change when they stand up for their rights and work together. Trap: The colonies declared independence is a Detail, not the message.

DEFEND **Plausible but unsupported message.** The colonists opposed unfair taxation without representation, but the text does not say people should never pay any taxes.

YOUR TURN **Answers vary.** Purpose: to explain how tensions between the colonies and Great Britain led to the Revolution. Message: People can create change by standing together for what they believe in. Evidence: Working together made them more powerful than acting alone.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"They believed they should have a government that protected their rights and listened to their voices. The American Revolution became a fight for independence, leading to the Declaration of Independence and the creation of a new nation."

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

A To convince readers to move to Great Britain

B To share a story with readers with a fictional adventure

C To convince readers that all taxes should be illegal

D To explain events that led to American independence

AUTHOR'S PURPOSE

The answer is D.

A **To convince readers to move to Great Britain**
Wrong purpose type. The author does not ask readers to move anywhere.

B **To share a story with readers with a fictional adventure**
Wrong purpose type. The text gives historical facts, not a fictional story.

C **To convince readers that all taxes should be illegal**
Plausible but unsupported. The text opposes unfair taxation, not all taxation.

D **To explain events that led to American independence** **Correct.**
The whole text uses facts and events to explain how tensions led to independence.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

When a text explains history with facts, the purpose is usually to inform.

The purpose fits the whole text, not just one paragraph or detail.

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

THIS WEEK'S FOCUS

Author's Purpose

from "Spanish Rule in Early Texas"

An informational text about history gives facts to help readers understand the past. STAAR asks: **What is the most likely reason the author wrote this selection?** Traps this week: **Wrong purpose type**, **Too narrow**, and **Plausible but unsupported**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice clues to the author's 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.

"Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries."

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?**

"These early settlements played an important role in shaping the history, culture, and development of the region."

A To inform readers about Spanish settlement in early Texas • **B** To entertain with a fictional story about soldiers • **C** To convince readers to visit a mission

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show why the author includes a paragraph.

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

"Their main goal was to convert Native Americans to Catholicism."

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.

"However, Spanish rule also led to conflict. Native Americans lost land and freedom, which caused tension between groups."

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 Spain's decisions were always correct.** Explain why it is a trap and name the trap.

"Some accepted this new way of life, but others resisted and tried to keep their traditions."

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 facts about Spain's goals. There is no story and no opinion trying to convince the reader.

CHOOSE **A.** To inform readers about Spanish settlement in early Texas. B is Wrong purpose type, there are no fictional characters. C is Wrong purpose type, the author does not ask readers to visit.

SHOW **To explain what missions were and what they did.** This helps readers understand how Spain tried to control and change life in Texas.

OWN **Answers vary.** Example: When one group controls another, the changes may help some people while harming others. Trap: Spain built missions in Texas is a Detail, not the message.

DEFEND **Wrong purpose type.** The author gives facts about both sides. The text shows that some people resisted, so the author is not saying Spain was always correct.

YOUR TURN **Answers vary.** Purpose: to explain Spanish settlement in early Texas. Message: Changes that help one group can harm another. Proof: Native Americans lost land and freedom, which caused tension between groups.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building."

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

A To share a story with readers with a fictional adventure in Texas

B To explain Spanish missions and presidios in early Texas

C To convince readers to build a mission

D To describe what food missionaries cooked

AUTHOR'S PURPOSE

The answer is B.

A **To share a story with readers with a fictional adventure in Texas**
Wrong purpose type. The text gives historical facts, not a fictional adventure.

B **To explain Spanish missions and presidios in early Texas** **Correct.**
The whole text uses facts and explanations to explain Spanish settlement.

C **To convince readers to build a mission**
Wrong purpose type. The author does not ask readers to build anything.

D **To describe what food missionaries cooked**
Too narrow. Cooking is one detail, not the reason for the whole selection.

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 is a specific fact, example, or description inside the text.

STAAR asks why the author includes it, meaning what job it does for the reader.

A Too narrow answer picks one piece of the detail instead of its bigger job.

THIS WEEK'S FOCUS

Author's Purpose

from "Spanish Rule in Early Texas"

When STAAR asks **why the author includes a detail**, the answer explains how that detail helps the reader understand the bigger idea. STAAR asks: **Why does the author include the detail in paragraph 4?** Traps this week: **Too narrow**, **Word match trap**, 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 the job a detail does."

EXACT TEKS WORDING

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

Notice the detail's job.

Read the sentence. What job does this detail do? Does it explain, give an example, or show a result?

"The presidios had to stand their ground when protecting nearby settlements."

I CAN | I can notice how a detail helps the reader understand the topic.

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.

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

"New roads connected missions, presidios, and towns."

A To describe the color of Spanish buildings • **B** To explain what food soldiers ate • **C** To show that Spanish settlement had lasting effects on the region

I CAN | I can choose the reason for a detail 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.

STAAR asks: **The author includes the detail about Native American traditions most likely to** do what?

"Some learned new skills, but many wanted to protect their own languages, beliefs, and ways of life."

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.

"Understanding these settlements helps explain why Spanish influence is still visible today."

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 detail in paragraph 4 to explain what cattle eat.** Explain why it is a trap and name the trap.

"Cattle ranching became more common in some areas."

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

AUTHOR'S PURPOSE

Find the detail's job on your own.

Go back to the passage. Pick one detail. Write its job and copy the sentence.

Go back to the reading.

Pick one detail.

Write its job and copy the sentence.

I CAN | I can explain why the author includes a detail and prove it with a sentence from the text.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **This detail shows that presidios had a protective job.** It helps readers understand that soldiers defended the settlements.

CHOOSE **C.** To show that Spanish settlement had lasting effects on the region. A is Not in the text, colors are not mentioned. B is Too narrow, food is not the detail's focus.

SHOW **To show that Spanish settlement affected Native Americans in different ways.** Some people adapted while others resisted, which adds balance to the text.

OWN **Answers vary.** Example: Decisions made in the past continue to shape communities long after those decisions are made. Trap: Spain built missions and presidios is a Detail, not the message.

DEFEND **Too narrow.** The text mentions cattle ranching but never discusses what cattle eat. The detail's job is to show lasting effects of Spanish settlement.

YOUR TURN **Answers vary.** Detail: Cattle ranching became more common in some areas. Job: to show a lasting effect of Spanish settlement on daily life in Texas.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Spanish rule had lasting effects on Texas. The Spanish language and Catholic religion became part of daily life in the region. Many place names and traditions in Texas today reflect this influence.”

Why does the author include the detail in paragraph 4?

A To describe what soldiers wore at the presidios

B To explain what cattle eat on a ranch

C To show that Spanish settlement had lasting effects on Texas

D To share a story with readers with a fictional story about ranching

AUTHOR'S PURPOSE

The answer is C.

A **To describe what soldiers wore at the presidios**
Not in the text. Soldier clothing is not discussed in this paragraph.

B **To explain what cattle eat on a ranch**
Too narrow. What cattle eat is not mentioned anywhere in the text.

C **To show that Spanish settlement had lasting effects on Texas** **Correct.**
The detail helps readers see that Spanish influence continues to shape Texas today.

D **To share a story with readers with a fictional story about ranching**
Wrong purpose type. The text gives facts, not a fictional story.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A description paints a picture with words to help readers understand a topic.

STAAR asks why the author includes a description, meaning what job it does.

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

THIS WEEK'S FOCUS

Author's Purpose

from "A Harvest to Remember"

When STAAR asks **why the author includes a description**, the answer explains the job that description does for the reader. A **too narrow audience** trap says the text was written for only one small group when the text is for all readers. STAAR asks: **Why does the author include the description in paragraph 5?** Traps this week: **Too narrow audience**, **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 a description does."

EXACT TEKS WORDING

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

Notice the description's job.

Read the sentence. What job does this description do? Does it explain, compare, or help the reader picture something?

"The Pilgrims were not used to the cold climate or the new land."

I CAN | I can notice how a description helps the reader understand the topic.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose why the author includes the description.

STAAR asks: **Why does the author include the description in paragraph 5?**

"The foods at the celebration were different from what many people eat today."

A To help readers compare the 1621 gathering to modern Thanksgiving • **B** To teach readers a recipe for pumpkin pie • **C** To entertain readers with a fictional feast

I CAN | I can choose the reason for a description 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.

STAAR asks: **The author includes the section about Squanto most likely to** do what?

"Squanto showed the Pilgrims how to plant corn in a way that helped the crop grow better."

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.

"The Pilgrims learned that many hands make light work."

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 celebrate Thanksgiving.** Explain why it is a trap and name the trap.

"Learning about this early gathering can help students understand that Thanksgiving was not always the holiday people know today."

I CAN | I can prove why an audience answer is wrong using the text.

AUTHOR'S PURPOSE

Find the description's job on your own.

Go back to the passage. Write why the author includes the description of the 1621 meal. Copy one sentence that proves it.

Go back to the reading.

Write why the author includes the meal description.

Copy one sentence that proves it.

I CAN | I can explain why the author includes a description and prove it with a sentence from the text.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **The description helps readers understand the challenges the Pilgrims faced.** It explains why they needed help to survive.

CHOOSE **A.** To help readers compare the 1621 gathering to modern Thanksgiving. B is Too narrow, pie is one food. C is Wrong purpose type, it is not fiction.

SHOW **To show that the Wampanoag people's knowledge helped the Pilgrims survive.** Squanto's help was a key reason the Pilgrims had a successful harvest.

OWN **Answers vary.** Example: People can overcome hard times when they learn from others and work together. Trap: The Pilgrims ate corn and fish is a Detail, not the message.

DEFEND **Too narrow audience.** The text is written for all readers, not just people who celebrate Thanksgiving. The lessons about cooperation apply to everyone.

YOUR TURN **Answers vary.** The author includes the meal description to help readers compare the 1621 gathering to modern Thanksgiving. Proof: The foods at the celebration were different from what many people eat today.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"It was not a large feast like modern Thanksgiving meals, but it was an important event. Since corn was part of the meal, someone might say the celebration was a-maize- ing."

Why does the author include the description in paragraph 5?

A To help readers compare the 1621 gathering to modern Thanksgiving

B To teach readers a recipe for corn bread

C To share a story with readers with a fictional holiday party

D To convince readers to eat only local food

AUTHOR'S PURPOSE

The answer is A.

A **To help readers compare the 1621 gathering to modern Thanksgiving** **Correct.**
The description compares old and new celebrations, helping readers understand how Thanksgiving has changed.

B **To teach readers a recipe for corn bread**
Too narrow. Recipes are not mentioned in the text.

C **To share a story with readers with a fictional holiday party**
Wrong purpose type. The text gives facts about a real event, not fiction.

D **To convince readers to eat only local food**
Too narrow audience. The text is for all readers, not just people interested in local food.

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 beyond the passage.

A detail is a fact from the text. A passage fact is not the message.

I check whether the sentence is a lesson for everyone, not just something that happened.

THIS WEEK'S FOCUS

Author's Purpose

from "A Harvest to Remember"

A **message** is a big life lesson true beyond the passage. A **detail** is a fact from the text. STAAR asks: **Which sentence best states a message in the selection?** Traps this week: **Detail, not the message**, **Too narrow**, and **Overstated claim**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice a clue to the message.

Read the sentence. What big life lesson might the author want you to learn?

"The Pilgrims had learned new skills, and those skills helped them prepare for the future."

I CAN | I can notice words that point to a life lesson beyond the passage.

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?**

"The celebration helped them recognize how far they had come."

A Massasoit brought 90 Wampanoag men to the celebration • **B** People can overcome hard times by learning from others and working together • **C** The Pilgrims ate corn at the first Thanksgiving

I CAN | I can choose the message that is a 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.

The message is a **big life lesson**. How does this detail help reveal it?

"This knowledge helped the Pilgrims adapt to Plymouth."

I CAN | I can explain how one detail points 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 Wampanoag people's knowledge of the land helped the Pilgrims understand their surroundings."

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 Pilgrims ate deer and corn at a big dinner.** Explain why it is a trap and name the trap.

"They likely ate deer, fish, corn, and other local foods."

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 message. Copy one sentence that proves it.

Go back to the reading.

Write the author's message.

Copy one sentence that proves the message.

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

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **The author hints that learning new skills from others can help people prepare for challenges ahead.**

CHOOSE **B.** People can overcome hard times by learning from others and working together. A is Detail, not the message, it tells who came. C is Detail, not the message, it tells what they ate.

SHOW **This detail shows that learning from someone who knew the area helped the Pilgrims survive.** It supports the message about cooperation and learning.

OWN **Answers vary.** Example: Gratitude grows when people work together and learn from each other. Trap: The Wampanoag knew how to farm is a Detail, not the message.

DEFEND **Detail, not the message.** The foods are facts from the text. The message is a life lesson about cooperation and gratitude, not what people ate.

YOUR TURN **Answers vary.** Message: People can overcome hard times by learning from others and working together. Proof: The Pilgrims had survived many challenges, and now they had food to share.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“It showed that learning from others can help people face challenges. This story also reminds students that gratitude is not only about being thankful when life is easy.”

Which sentence best states a message in the selection?

A Squanto taught the Pilgrims how to grow corn

B People can overcome hard times by learning from others and working together

C The 1621 celebration lasted for several days

D Massasoit and 90 Wampanoag men joined the Pilgrims

AUTHOR'S PURPOSE

The answer is B.

A **Squanto taught the Pilgrims how to grow corn**
Detail, not the message. This is a fact about what Squanto did, not a life lesson.

B **People can overcome hard times by learning from others and working together** **Correct.**
The whole text shows that cooperation and learning helped the Pilgrims survive, a lesson for everyone.

C **The 1621 celebration lasted for several days**
Detail, not the message. This tells how long the event lasted, not a lesson.

D **Massasoit and 90 Wampanoag men joined the Pilgrims**
Detail, not the message. This tells who attended, 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 poet has a purpose just like any other author.

A poem about rights can explain by teaching ideas in a creative way.

STAAR asks why the poet wrote the poem, so I look at the whole poem.

THIS WEEK'S FOCUS

Author's Purpose

from "Our Rights, Our Voices"

A poet writes for a reason just like any other author. The **poet's purpose** can be to explain ideas, convince readers, or share a story. In a poem about rights, the poet teaches ideas in a creative way. STAAR asks: **What is the most likely reason the poet wrote this poem?** Traps this week: **Wrong purpose type**, **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 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.

"The First says you can speak your mind, Practice religion of any kind, Write your thoughts and gather too, And transmit ideas as others do."

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 purpose."

EXACT TEKS WORDING

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

Choose the poet's purpose.

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

"These rights protect us every day, And help guide laws in every way."

A To convince readers to change the law • **B** To share a story with readers with a fairy tale • **C** To explain the Bill of Rights

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 the poet includes a stanza."

EXACT TEKS WORDING

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

Show why the poet includes a stanza.

Why does the poet include the stanza about the Fourth Amendment?

"The Fourth is protective of things and space, No searches happen without a case,"

I CAN | I can explain how one stanza helps 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. STAAR asks: **What message does the poet want readers to understand?** This line is a detail, not the message. Use it as a clue.

"The Ninth reminds us rights still exist, Even ones not on the list."

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

"Long ago, when a nation was new, Leaders asked, "What should we do?""

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. Copy one line that proves it.

Go back to the poem.

Write the poet's purpose.

Copy one line that proves it.

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

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **explain.** The poet teaches what the First Amendment protects. The poem uses rhyme, but its goal is to explain rights.

CHOOSE **C.** to explain the Bill of Rights. A is Wrong purpose type, the poet does not ask readers to change laws. B is Wrong purpose type, this is not a fairy tale.

SHOW **To teach readers what the Fourth Amendment protects.** It adds another right to the poem's list, helping readers understand the Bill of Rights.

OWN **Answers vary.** Example: Written rights help protect people by setting clear limits on government. Trap: The Fifth Amendment says courts must treat you fair is a Detail, not the message.

DEFEND **Wrong purpose type.** The poem teaches facts about the Bill of Rights. It uses rhyme, but the purpose is to explain, not to share a story.

YOUR TURN **Answers vary.** Purpose: to explain the Bill of Rights and what each amendment protects. Proof: The First says you can speak your mind, Practice religion of any kind.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“The Eighth says punishments must be fair, Not too harsh or hard to bear, The Ninth reminds us rights still exist, Even ones not on the list.”

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

A To convince readers to protest a law

B To share a story with readers with a fairy tale about a king

C To describe what the president does every day

D To explain the rights in the Bill of Rights

AUTHOR'S PURPOSE

The answer is D.

A **To convince readers to protest a law**
Wrong purpose type. The poet does not ask readers to protest.

B **To share a story with readers with a fairy tale about a king**
Wrong purpose type. The poem teaches facts about amendments, not a fairy tale.

C **To describe what the president does every day**
Not in the text. The poem is about the Bill of Rights, not the president's daily routine.

D **To explain the rights in the Bill of Rights** **Correct.**
The whole poem teaches what each amendment in the Bill of Rights protects.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

The poet's message is a life lesson that reaches beyond this poem.

A plausible but unsupported answer sounds possible but the poem does not back it up.

I always check whether the poem actually supports the answer.

THIS WEEK'S FOCUS

Author's Purpose

from "Our Rights, Our Voices"

The **poet's message** is a big life lesson true beyond the poem. A **plausible but unsupported** answer sounds reasonable but the poem does not actually say it. STAAR asks: **What message does the poet want readers to understand?** Traps this week: **Plausible but unsupported**, **Detail, not the message**, and **Overstated claim**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice the poet's message clues.

Read the lines. What life lesson does the poet want you to learn?

"When people learn these rights at school, They better understand each rule."

I CAN | I can notice words that point to a life lesson beyond the poem.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the poet's message."

EXACT TEKS WORDING

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

Choose the poet's message.

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

"Knowing freedoms, big and small, Helps us respect the rights of all."

A The government should never make any laws • **B** Understanding rights helps people protect them and respect others • **C** Only adults need to learn about amendments

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how lines support the message."

EXACT TEKS WORDING

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

Show how lines support the message.

The message is a **big life lesson**. How do these lines help reveal it?

"The Bill of Rights has stood the test, Helping our nation do its best."

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

"Each amendment has an important role. Together they help protect the whole."

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 the government should have no power at all.** Explain why it is a trap and name the trap.

"They remind the government what it can do, While protecting the rights of me and you."

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

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 poet hints that learning about rights helps people understand and respect them.** This is a lesson for everyone.

CHOOSE **B.** Understanding rights helps people protect them and respect others. A is Plausible but unsupported, the poem does not say the government should never make laws. C is Plausible but unsupported, the poem says everyone benefits from learning.

SHOW **These lines show that rights have lasted a long time and continue to help the nation.** They support the message that understanding rights helps protect them.

OWN **Answers vary.** Example: Learning about rights helps people protect freedom and respect one another. Trap: Each amendment has a role is a Detail, not the message.

DEFEND **Plausible but unsupported message.** The poem says the Bill of Rights limits government power, not that the government should have no power. The poem describes what government can and cannot do.

YOUR TURN **Answers vary.** Message: Learning about rights helps people protect freedom and respect one another. Proof: Knowing freedoms, big and small, Helps us respect the rights of all.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“When people learn these rights at school, They better understand each rule. Knowing freedoms, big and small, Helps us respect the rights of all.”

What message does the poet want readers to understand?

A Understanding rights helps people protect freedom and respect one another

B Only judges need to know about the Bill of Rights

C The government should never make any laws at all

D Poems are the only way to learn about history

AUTHOR'S PURPOSE

The answer is A.

A **Understanding rights helps people protect freedom and respect one another** **Correct.**
The whole poem teaches that learning about rights helps people understand and respect them.

B **Only judges need to know about the Bill of Rights**
Plausible but unsupported message. The poem says everyone benefits from learning about rights.

C **The government should never make any laws at all**
Plausible but unsupported message. The poem describes limits, not the removal of all laws.

D **Poems are the only way to learn about history**
Not in the text. The poem does not say poems are the only way to learn.

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 writes for a reason, just like any other author.

STAAR asks why the playwright includes a scene, meaning what job it does.

I look at what the scene teaches or adds to the play.

THIS WEEK'S FOCUS

Author's Purpose

from "A Voice of Their Own"

A **playwright's purpose** is why the playwright wrote the play. When STAAR asks why the playwright includes a scene, the answer explains the scene's job. STAAR asks: **Why does the playwright include the scene in line 15?** 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 clues to the playwright's purpose."

EXACT TEKS WORDING

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

Notice the playwright's clues.

Read the dialogue. What is the playwright's purpose? Does the playwright want to **explain**, **convince**, or **share a story**?

"If we live here and follow these laws, we should have a part in making them."

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose why the playwright includes a scene."

EXACT TEKS WORDING

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

Choose why the playwright includes a scene.

STAAR asks: **Why does the playwright include the scene where Thomas learns about Virginia?**

"It means people help choose representatives who speak for them and make decisions closer to home."

A To teach readers about the idea of self-government • **B** To describe what Thomas eats for lunch • **C** To convince readers to move to Virginia

I CAN | I can choose the reason for a scene and skip the traps.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show why a playwright includes a scene."

EXACT TEKS WORDING

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

Show why the playwright includes a scene.

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

"Before people make big changes, they often spend a long time talking and listening."

I CAN | I can explain how one scene helps 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 play**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the playwright want readers to understand?** This line is a detail, not the message. Use it as a clue.

"Every family, every worker, and every shop owner is affected by the choices leaders make."

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 Scene 3 to describe what kind of wood the shop is made of.** Explain why it is a trap and name the trap.

"I've been hearing about Virginia. They have a group of representatives who help make decisions."

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

AUTHOR'S PURPOSE

Find the playwright's purpose on your own.

Go back to the play. Write why the playwright includes Scene 5. Copy one line that proves it.

Go back to the play.
Write why the playwright includes Scene 5.
Copy one line that proves it.

I CAN | I can explain why the playwright includes a scene and prove it with a line from the play.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **explain.** The playwright uses characters to teach readers about self-government. The dialogue explains ideas, not a fictional adventure.

CHOOSE **A.** To teach readers about the idea of self-government. B is Too narrow, lunch is never mentioned. C is Wrong purpose type, the playwright does not ask readers to move.

SHOW **To show that change takes time and requires people to discuss different ideas.** Scene 4 helps readers understand that not everyone agreed right away.

OWN **Answers vary.** Example: People deserve a voice in the decisions that affect their lives. Trap: Thomas works in a shop is a Detail, not the message.

DEFEND **Too narrow.** The play never discusses what wood the shop is made of. Scene 3 teaches about self-government, not building materials.

YOUR TURN **Answers vary.** Scene 5 job: to show Thomas understanding self-government. Proof: It means people help choose representatives who speak for them and make decisions closer to home.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“These ideas continued to spread and helped shape the future of the colonies. As more people discussed representative government and self-government, they began thinking differently about leadership and fairness.”

Why does the playwright include the scene in which Thomas learns about Virginia?

A To describe what products the shop sells

B To explain what Thomas eats for dinner

C To teach readers about the idea of self-government

D To convince readers to visit a shop in the colonies

AUTHOR'S PURPOSE

The answer is C.

A **To describe what products the shop sells**
Too narrow. Products are not the scene's focus.

B **To explain what Thomas eats for dinner**
Not in the text. Thomas's meals are never discussed.

C **To teach readers about the idea of self-government** **Correct.**
The scene uses Thomas's questions to teach readers about representative government and self-government.

D **To convince readers to visit a shop in the colonies**
Wrong purpose type. The playwright does not ask readers to visit 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 main message of a play is a life lesson true beyond the play.

An overstated claim stretches the lesson further than the play supports.

I check whether the play actually supports the size of the claim.

THIS WEEK'S FOCUS

Author's Purpose

from "A Voice of Their Own"

The **main message of a play** is a big life lesson the playwright wants all readers to learn. An **overstated claim** makes the lesson bigger than the play supports. STAAR asks: **What is the main message of the play?** Traps this week: **Overstated claim**, **Detail, not the message**, and **Too broad**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice the playwright's message clues.

Read the dialogue. What life lesson does the playwright want you to learn?

"People can disagree and still work together."

I CAN | I can notice words that point to a life lesson beyond the play.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the main message of a play."

EXACT TEKS WORDING

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

Choose the main message.

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

"Once people begin asking thoughtful questions, those conversations usually continue."

A All colonists agreed about everything • **B** Thomas is the best worker in the shop • **C** People deserve a voice in the decisions that affect their lives

I CAN | I can choose the message that fits the play and skip the traps.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show how a scene supports the message.

The message is a **big life lesson**. How does this scene help reveal it?

"Listening helps people understand different points of view."

I CAN | I can explain how one scene points to 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 play**. The message is a **big life lesson** beyond it. STAAR asks: **What is the main message of the play?** This line is a detail, not the message. Use it as a clue.

"If we live here and follow these laws, we should have a part in making them."

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 main message is that every person in the colonies agreed about self-government.** Explain why it is a trap and name the trap.

"Some people agreed with one another, while others believed Great Britain should continue making every decision."

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

AUTHOR'S PURPOSE

Find the main message on your own.

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

Go back to the play.

Write the main message.

Copy one line that proves the message.

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

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **The playwright hints that disagreement does not have to stop people from working together.** This is a lesson for everyone.

CHOOSE **C.** People deserve a voice in the decisions that affect their lives. A is Overstated claim, the play shows many disagreements. B is Detail, not the message, about one character.

SHOW **This line shows that listening is part of having a voice.** It supports the message that people deserve to be heard and to hear others.

OWN **Answers vary.** Example: People deserve a voice in the decisions that affect their lives, and change often starts with a conversation. Trap: Thomas works in a shop is a Detail, not the message.

DEFEND **Overstated claim.** The play shows that people had different opinions. It never says everyone agreed about self-government.

YOUR TURN **Answers vary.** Message: People deserve a voice in the decisions that affect their lives. Proof: If we live here and follow these laws, we should have a part in making them.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"Many colonists came to believe that representative government gave people a stronger voice in the decisions that affected their daily lives. Their conversations encouraged others to ask questions, think carefully, and share their own ideas."

What is the main message of the play?

A People deserve a voice in the decisions that affect their lives

B Thomas is the most important person in the colonies

C Every colonist agreed about everything

D Shops are the best place to learn about government

AUTHOR'S PURPOSE

The answer is A.

A **People deserve a voice in the decisions that affect their lives** **Correct.**
The whole play shows Thomas and Mr. Harris discussing why people want a voice in government.

B **Thomas is the most important person in the colonies**
Detail, not the message. Thomas is one character, not the lesson.

C **Every colonist agreed about everything**
Overstated claim. The play shows many disagreements among colonists.

D **Shops are the best place to learn about government**
Too narrow. The shop is the setting, not the 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?

When a text explains the ideas behind a historic document, the purpose is to explain.

The purpose fits the whole text, not just one paragraph.

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

THIS WEEK'S FOCUS

Author's Purpose

from "Words That Changed a Nation"

A factual text about a historic document explains ideas with facts and evidence. STAAR asks: **What is the most likely reason the author wrote this selection?** Traps this week: **Wrong purpose type**, **Too narrow**, and **Plausible but unsupported**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice clues to the author's 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**?

"One of its most important claims was that "all men are created equal.""

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?**

"This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on."

A To share a story with readers with a fictional story about 1776 • **B** To explain the Declaration of Independence and its ideas • **C** To convince readers to sign a petition

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show why the author includes a paragraph.

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

"She argued that women should also have greater rights and protections."

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.

"Even as the ink dried on the document, those questions did not disappear."

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 with readers with a comedy about the colonies.** Explain why it is a trap and name the trap.

"In the summer of 1776, leaders from the thirteen colonies met to make an important decision."

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 explains an important idea from the Declaration. There is no story and no opinion trying to convince the reader.

CHOOSE **B.** to explain the Declaration of Independence and its ideas. A is Wrong purpose type, the text gives facts not fiction. C is Wrong purpose type, no petition is mentioned.

SHOW **To show that even at the nation's beginning, not everyone believed equality was being fully applied.** Abigail Adams's letter adds an important viewpoint.

OWN **Answers vary.** Example: Important ideas about fairness and equality often take a long time to reach everyone. Trap: The Declaration was approved on July 4, 1776 is a Detail, not the message.

DEFEND **Wrong purpose type.** The text gives historical facts about the Declaration of Independence. There are no jokes, characters, or comic scenes.

YOUR TURN **Answers vary.** Purpose: to explain the Declaration of Independence and its ideas. Message: Ideas about fairness take time to reach everyone. Proof: It explained the ideas the new nation would be built on.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality.”

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

A To convince readers to rewrite the Declaration

B To share a story with readers with a comedy about the colonies

C To describe what clothing colonists wore in 1776

D To explain the Declaration of Independence and its ideas

AUTHOR'S PURPOSE

The answer is D.

A **To convince readers to rewrite the Declaration**
Wrong purpose type. The author explains the Declaration but does not ask readers to rewrite it.

B **To share a story with readers with a comedy about the colonies**
Wrong purpose type. The text gives historical facts, not a comedy.

C **To describe what clothing colonists wore in 1776**
Too narrow. Clothing is not mentioned in the selection.

D **To explain the Declaration of Independence and its ideas** **Correct.**
The whole text uses facts and explanations to explain the Declaration and its meaning.

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 is a specific fact or example inside the text.

STAAR asks why the author includes it, meaning what job it does for the reader.

A Too narrow answer picks one small piece instead of the detail's bigger job.

THIS WEEK'S FOCUS

Author's Purpose

from "Words That Changed a Nation"

When STAAR asks **why the author includes a detail**, the answer explains the job that detail does for the reader. STAAR asks: **Why does the author include the detail in paragraph 3?** Traps this week: **Too narrow**, **Misreads a detail**, 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 the job a detail does."

EXACT TEKS WORDING

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

Notice the detail's job.

Read the sentence. What job does this detail do? Does it explain, give an example, or show a result?

"Abigail Adams, the wife of John Adams, wrote a letter urging leaders to "Remember the Ladies.""

I CAN | I can notice how a detail helps the reader understand the topic.

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.

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

"Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality."

A To describe what Abigail Adams ate for breakfast • **B** To explain how letters were mailed in the 1700s • **C** To show that people questioned who was included in the promise of equality

I CAN | I can choose the reason for a detail 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.

STAAR asks: **The author includes the section about government powers most likely to** do what?

"According to the document, governments receive their power from the consent of the people they govern."

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.

"Over time, the ideas in the Declaration inspired later generations to seek greater freedom and equal treatment under the law."

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 detail about Abigail Adams only to describe her hairstyle.** Explain why it is a trap and name the trap.

"She argued that women should also have greater rights and protections."

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

AUTHOR'S PURPOSE

Find the detail's job on your own.

Go back to the passage. Pick one detail. Write its job and copy the sentence.

Go back to the reading.

Pick one detail.

Write its job and copy the sentence.

I CAN | I can explain why the author includes a detail and prove it with a sentence from the text.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **This detail shows that not everyone felt included in the Declaration's promise of equality.** It helps readers see that questions about fairness started right away.

CHOOSE **C.** To show that people questioned who was included in the promise of equality. A is Too narrow, breakfast is not in the text. B is Too narrow, mail delivery is not the focus.

SHOW **To explain where government gets its power according to the Declaration.** This section helps readers understand the ideas behind the new nation.

OWN **Answers vary.** Example: Important ideas about fairness can inspire people for generations, even when those ideas are not fully applied at first. Trap: The Declaration was approved in 1776 is a Detail, not the message.

DEFEND **Too narrow and Misreads a detail.** The text never mentions Abigail Adams's hairstyle. The detail is about her argument for women's rights, not her appearance.

YOUR TURN **Answers vary.** Detail: Abigail Adams urged leaders to Remember the Ladies. Job: to show that people questioned who was included in equality even at the nation's beginning.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"Even as the ink dried on the document, those questions did not disappear. In homes, meetings, and letters, people continued to talk about what those rights really meant, and who should have them."

Why does the author include the detail in paragraph 3?

A To show that people questioned who was included in the promise of equality

B To describe what letters looked like in 1776

C To share a story with readers with a funny scene about Abigail Adams

D To convince readers that women should not have rights

AUTHOR'S PURPOSE

The answer is A.

A **To show that people questioned who was included in the promise of equality** **Correct.**
The detail shows that even at the beginning, people were questioning who was included in equality.

B **To describe what letters looked like in 1776**
Too narrow. What letters looked like is not the focus of the detail.

C **To share a story with readers with a funny scene about Abigail Adams**
Wrong purpose type. The text gives facts, not a funny scene.

D **To convince readers that women should not have rights**
Misreads a detail. The text says Abigail Adams argued women should have more rights, the opposite.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

The purpose tells me why the author wrote this text. The message is a bigger lesson for everyone.

A message is true beyond this passage. If it only works for the people in the text, it might be a detail.

STAAR tests whether I can tell the difference between a fact from the passage and a life lesson.

THIS WEEK'S FOCUS

Author's Purpose

from "Words That Changed a Nation"

The **author's purpose** is why the author wrote the text. The **message** is a big life lesson that reaches beyond the passage, true for people anywhere. STAAR asks: **Which sentence best states a message in the selection?** A detail from the passage is not the message. Traps this week: **Plausible but unsupported** and **Detail, not the message**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice clues that point to a life lesson."

EXACT TEKS WORDING

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

Notice clues to the message.

Read the sentence. What big life lesson could the author want readers to learn? Look past the facts to the deeper idea.

"Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality."

I CAN | I can notice when a sentence hints at a bigger idea beyond the passage.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the message that fits the whole selection."

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?**

"It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness."

A People should keep working to make freedom real for everyone. • **B** The Declaration was signed in Philadelphia in the summer. • **C** Abigail Adams wrote letters to her husband about government.

I CAN | I can choose a life lesson and explain why the other answers are traps.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show why the author includes a detail.

STAAR asks: **Why does the author include the detail in paragraph 3?** Show your thinking.

"Abigail Adams, the wife of John Adams, wrote a letter urging leaders to "Remember the Ladies.""

I CAN | I can explain how a 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.

"These rights were considered natural, meaning they could not be taken away by a government."

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 Declaration was signed on July 4, 1776.** Explain why it is a trap and name the trap.

"After many discussions, they approved the Declaration of Independence on July 4, 1776."

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 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 **The author shows that questioning fairness is not new.** The life lesson is that people must keep asking whether promises of equality truly include everyone.

CHOOSE **A.** People should keep working to make freedom real for everyone. B is Detail, not the message, just a fact. C is Detail, not the message, about one person.

SHOW **The author includes Abigail Adams's letter to show that not everyone believed the Declaration's promises were being fully applied.** It supports the purpose of explaining how people questioned equality.

OWN **Answers vary.** Example: People must keep working to make sure promises of fairness include everyone. Trap: The Declaration listed rights is a Detail, not the message.

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

YOUR TURN **Answers vary.** Message: People must keep working to make promises of fairness real for everyone. Proof: Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that "all men are created equal." It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness.”

Which sentence best states a message in the selection?

A The Declaration explained rights that belong to all people.

B People should keep questioning whether promises of fairness truly include everyone.

C Abigail Adams wanted women to have more rights in the new government.

D Leaders from the thirteen colonies met in the summer of 1776.

AUTHOR'S PURPOSE

The answer is B.

A **The Declaration explained rights that belong to all people.**
Too narrow. This describes only the document, not a life lesson for everyone.

B **People should keep questioning whether promises of fairness truly include everyone.** **Correct.**
The text shows people questioning fairness from the start, proving this message.

C **Abigail Adams wanted women to have more rights in the new government.**
Plausible but unsupported. The text mentions Abigail Adams, but her specific wish is a detail, not the overall message.

D **Leaders from the thirteen colonies met in the summer of 1776.**
Detail, not the message. This is a fact about when and where leaders met.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Explaining purpose means I show how the author does it, not just say explain or amuse.

Evidence from the text proves the purpose. Without evidence, my answer is just a guess.

STAAR asks me to explain using details from the passage, so I need sentences that support my claim.

THIS WEEK'S FOCUS

Author's Purpose

from "Words That Changed a Nation"

The **author's purpose** is why the author wrote the text. Explaining purpose means showing **how** the author does it, not just naming the type. STAAR asks: **How does the author show the purpose? Use evidence.** Traps this week: **Misreads the lines** and **Detail, not the message**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice how the author shows purpose through details."

EXACT TEKS WORDING

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

Notice how the author shows purpose.

Read the sentence. How does the author use this detail to show the purpose? Notice the type of evidence the author gives.

"Many colonists believed these taxes were unfair."

I CAN | I can notice how a detail helps the author explain, convince, or amuse.

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 the best evidence.

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

"Abigail Adams, the wife of John Adams, wrote a famous letter urging leaders to "Remember the Ladies.""

A To convince readers that women should lead • **B** To show people questioned who equality included • **C** To describe what John Adams believed

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 author proves the purpose with evidence."

EXACT TEKS WORDING

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

Show how the author proves the purpose.

The author's purpose is to explain. **How** does the author prove it? Point to evidence.

"One of its most important claims was that "all men are created equal.""

I CAN | I can explain how evidence from the text supports 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 purpose with evidence.

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.

"Not everyone in the colonies believed the ideas in the Declaration were being fully applied."

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 the colonies should still belong to Britain.** Explain why it is a trap and name the trap.

"They had grown frustrated with British rule and believed it was time to form their own nation."

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 evidence from the text to support your answer.

Go back to the reading.

Write the author's purpose and message.

Use evidence to support your answer.

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

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **Explain.** The author gives facts about what colonists argued. This detail helps explain why people wanted change.

CHOOSE **B.** To show that people were already questioning who was included in the promise of equality. A is Misreads the lines, the letter asked leaders to remember women, not for women to lead. C is Misreads the lines, the detail is about Abigail, not John.

SHOW **The author quotes the Declaration directly.** By including the exact words, the author shows the reader what the document claimed. This is evidence that the purpose is to explain.

OWN **Answers vary.** Example: Freedom means more than writing it on paper. People must keep working to make it real. Trap: Not everyone agreed with the Declaration is a Detail, not the message.

DEFEND **Misreads the lines.** The text says colonists grew frustrated with British rule and wanted independence. The author is explaining, not trying to convince readers to stay with Britain.

YOUR TURN **Answers vary.** Purpose: to explain the Declaration and how it shaped ideas about rights. Message: Freedom means more than writing it down. People must keep working to make it real. Evidence: Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Not everyone in the colonies believed the ideas in the Declaration were being fully applied. Abigail Adams, the wife of John Adams, wrote a famous letter urging leaders to "Remember the Ladies." She argued that women should receive greater rights and protections.”

Why does the author include the detail in paragraph 3?

A To convince readers that women should have led the new nation

B To describe the weather during the signing of the Declaration

C To show that people questioned whether the promise of equality included everyone

D To share a story with readers with a funny story about Abigail Adams

AUTHOR'S PURPOSE

The answer is C.

A **To convince readers that women should have led the new nation**
Misreads the lines. Abigail Adams asked leaders to remember women, not for women to lead the country.

B **To describe the weather during the signing of the Declaration**
Not in the text. The passage never mentions weather during the signing.

C **To show that people questioned whether the promise of equality included everyone** **Correct.**
The text says people were already questioning who was included in the promise of equality.

D **To share a story with readers with a funny story about Abigail Adams**
Wrong purpose type. The passage is explanatory, not a funny story.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

The purpose is the reason the author wrote the whole text, not just one paragraph.

A Too narrow audience trap names only one group that might care about the topic.

STAAR asks why the author wrote the whole selection, so my answer must fit everything, not just one part.

THIS WEEK'S FOCUS

Author's Purpose

from "A Difficult Compromise"

The **author's purpose** is why the author wrote the text. When a text is about a decision, the purpose often involves helping readers understand **why** the decision happened and what it meant. STAAR asks: **What is the most likely reason the author wrote this selection?** Traps this week: **Too narrow audience** and **Wrong purpose type**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice the author's purpose clues.

Read the sentence. Does the author want to **explain**, **convince**, or **amuse**? Notice the words that tell you.

"At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress."

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?**

"Southern states wanted enslaved people counted as part of their population."

A To explain a difficult decision at the Convention • **B** To teach only law students about Congress • **C** To convince readers the compromise was fair

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show why the author includes a paragraph.

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

"Northern states pushed back."

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 compromise helped the group move forward, but it didn't solve the deeper problem."

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 only historians about the convention.** Explain why it is a trap and name the trap.

"Even after the meeting ended, people continued to question the decision."

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 a disagreement at the Convention. There is no story and no opinion to convince us.

CHOOSE **A.** to explain a difficult decision at the Constitutional Convention. B is Too narrow audience, the text is for all readers, not only law students. C is Wrong purpose type, the author reports what happened without convincing.

SHOW **To show the other side of the argument.** Northern states disagreed with Southern states, and the author includes this to help readers understand why the decision was so difficult.

OWN **Answers vary.** Example: An agreement that moves people forward is not always fair to everyone it affects. Trap: The compromise counted three-fifths is a Detail, not the message.

DEFEND **Too narrow audience.** The text is written for all readers, not only historians. The author explains the topic clearly so anyone can understand it.

YOUR TURN **Answers vary.** Purpose: to explain a difficult decision at the Constitutional Convention. Message: An agreement can help people move forward without being fair to everyone. Proof: The compromise helped the group move forward, but it didn't solve the deeper problem.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.”

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

A To explain a difficult compromise at the Constitutional Convention

B To share a story with readers with a funny story about the Convention

C To teach only political leaders how to run meetings

D To convince readers that the compromise was the best solution

AUTHOR'S PURPOSE

The answer is A.

A **To explain a difficult compromise at the Constitutional Convention** **Correct.**
The text gives facts about a historical disagreement and its effects.

B **To share a story with readers with a funny story about the Convention**
Wrong purpose type. The passage is explanatory, not a funny story.

C **To teach only political leaders how to run meetings**
Too narrow audience. The text is for all readers, not only political leaders.

D **To convince readers that the compromise was the best solution**
Wrong purpose type. The author reports what happened without arguing the compromise was best.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

The way an author starts a text is a choice. It sets up the purpose for everything after.

STAAR asks why the author begins this way, so I need to connect the opening to the whole text.

A Misreads the lines trap twists what the author actually says into something different.

THIS WEEK'S FOCUS

Author's Purpose

from "A Difficult Compromise"

The **author's purpose** includes how the author **begins** the text. The opening sets up everything that follows. STAAR asks: **Why does the author begin the selection this way?** Traps this week: **Misreads the lines** and **Wrong purpose type**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice why the author opens with this."

EXACT TEKS WORDING

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

Notice the opening.

Read the sentence. Why might the author open with this? What does it set up for the reader?

"In the summer of 1787, leaders met in Philadelphia to fix the country's government."

I CAN | I can notice how an opening sets up the rest of the text.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose why the author begins the selection this way."

EXACT TEKS WORDING

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

Choose why the author begins this way.

STAAR asks: **Why does the author begin the selection this way?**

"At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress."

A To show that the Convention solved all its problems quickly • **B** To share a story with readers with a dramatic scene • **C** To introduce the main conflict that the rest of the text explains

I CAN | I can choose the opening's purpose and skip the traps.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show why the opening matters to the whole text."

EXACT TEKS WORDING

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

Show why the opening matters.

The author opens by naming a serious disagreement. **How** does this help the reader?

"Southern states wanted enslaved people counted as part of their population."

I CAN | I can explain how the opening connects to the rest of the selection.

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.

"Was it fair?"

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 by saying the Convention solved everything easily.** Explain why it is a trap and name the trap.

"Voices were raised, and some delegates worried the meeting might fall apart."

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 the selection this way. Copy one sentence that supports your answer.

Go back to the reading.

Explain why the author begins this way.

Copy one sentence that supports your answer.

I CAN | I can explain why the author begins the selection this way and prove it with a sentence from the text.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **The author opens with a time, place, and reason to give readers background.** This sets up the whole selection about the Constitutional Convention.

CHOOSE **C.** To introduce the main conflict that the rest of the text explains. A is Misreads the lines, the text says disagreement lasted for days. B is Wrong purpose type, the text explains, it does not amuse.

SHOW **The opening names the disagreement that the whole selection is about.** Without this setup, readers would not know why the compromise was needed.

OWN **Answers vary.** Example: Solving a problem quickly does not mean it was solved fairly. Trap: The three-fifths rule counted people as fractions is a Detail, not the message.

DEFEND **Misreads the lines.** The text says delegates argued and worried the meeting might fall apart. The Convention did not solve everything easily.

YOUR TURN **Answers vary.** The author begins by naming a serious disagreement to set up the conflict the text will explain. Proof: Voices were raised, and some delegates worried the meeting might fall apart.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.”

Why does the author begin the selection this way?

A To share a story with readers with a dramatic argument

B To introduce the main conflict the rest of the text will explain

C To convince readers that the Convention was unnecessary

D To describe what Philadelphia looked like in 1787

AUTHOR'S PURPOSE

The answer is B.

A **To share a story with readers with a dramatic argument**
Wrong purpose type. The text explains with facts, not amusing drama.

B **To introduce the main conflict the rest of the text will explain** **Correct.**
The opening names the disagreement that the whole selection develops and explains.

C **To convince readers that the Convention was unnecessary**
Misreads the lines. The author shows the Convention was important, not unnecessary.

D **To describe what Philadelphia looked like in 1787**
Not in the text. The passage never describes the appearance of Philadelphia.

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 true for people anywhere, not just the people in the passage.

A Detail, not the message trap offers a fact from the text as if it were the lesson.

STAAR asks which sentence best states the message, so I need the biggest, truest idea.

THIS WEEK'S FOCUS

Author's Purpose

from "A Difficult Compromise"

The **message** is a big life lesson that reaches beyond the passage. A detail from the passage is not the message. STAAR asks: **Which sentence best states a message in the selection?** Traps this week: **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 life lesson."

EXACT TEKS WORDING

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

Notice message clues.

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

"The compromise helped the group move forward, but it didn't solve the deeper problem."

I CAN | I can notice when a sentence hints at a bigger idea beyond the passage.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the message that fits the whole selection."

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?**

"That deeper problem was slavery."

A The compromise counted three-fifths of enslaved people. • **B** Decisions should be examined by who they help and harm. • **C** Southern states wanted more representatives.

I CAN | I can choose a life lesson and explain why the other answers are traps.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how details support the author's message."

EXACT TEKS WORDING

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

Show how details support the message.

The message is about working together. **How** does the author support it? Point to evidence.

"It also gave those states more votes in the Electoral College, which selects the president."

I CAN | I can explain how evidence from the text proves the message.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

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

Own the message.

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

"The new nation had been founded on statements about liberty and natural rights, yet hundreds of thousands of people remained enslaved."

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 Southern states wanted more representatives.** Explain why it is a trap and name the trap.

"They argued that it wasn't fair to count people who were not free and could not vote."

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

AUTHOR'S PURPOSE

Find the message on your own.

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

Go back to the reading.

Write the author's message.

Copy one sentence that proves 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 **The author hints at a bigger lesson: solving one problem does not always fix a deeper one.** This points to a message about fairness.

CHOOSE **B.** Decisions should be examined by who they help and harm. A is Detail, not the message, a specific fact. C is Detail, not the message, about one side.

SHOW **The author shows how the compromise gave Southern states more power while enslaved people had none.** This supports the message that decisions affect people differently.

OWN **Answers vary.** Example: A decision can help some while deeply harming others. Trap: The compromise counted three-fifths is a Detail, not the message.

DEFEND **Detail, not the message.** This is a fact about what Southern states wanted. A message must be a life lesson true beyond the passage.

YOUR TURN **Answers vary.** Message: People become stronger when they work together through shared challenges. Proof: Instead of ending the conflict, these actions brought the colonies closer together.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“The compromise helped the group move forward, but it didn't solve the deeper problem. That deeper problem was slavery. The new nation had been founded on statements about liberty and natural rights, yet hundreds of thousands of people remained enslaved.”

Which sentence best states a message in the selection?

A Decisions should be examined by who they help and harm.

B The compromise helped delegates finish the Constitution.

C Southern states wanted more representatives in Congress.

D Northern states thought counting was unfair.

AUTHOR'S PURPOSE

The answer is A.

A **Decisions should be examined by who they help and harm.** **Correct.**
The text shows colonies helping one another and learning strength comes from working together.

B **The compromise helped delegates finish the Constitution.**
Detail, not the message. This is a fact about what the compromise did, not a life lesson.

C **Southern states wanted more representatives in Congress.**
Detail, not the message. This describes one side's goal, not a lesson for everyone.

D **Northern states thought counting was unfair.**
Detail, not the message. This states Northern states' opinion, not a bigger 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?

The purpose is about this passage. The message is a bigger lesson for people everywhere.

A Plausible but unsupported message sounds like a lesson but is not proven by the text.

Defending my answer means I can point to a sentence that proves the message.

THIS WEEK'S FOCUS

Author's Purpose

from "A Difficult Compromise"

The **author's purpose** is why the author wrote the text. The **message** is a big life lesson beyond the passage. Explaining both requires evidence from the text. STAAR asks: **Explain the author's purpose and message.** Traps this week: **Plausible but unsupported message**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice clues to purpose and message.

Read the sentence. What does it tell you about the author's purpose or message?

"Some delegates agreed because they wanted the convention to succeed."

I CAN | I can notice when a sentence gives evidence for the purpose or points to a life lesson.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the message that fits the whole selection."

EXACT TEKS WORDING

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

Choose the message.

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

"The compromise helped the group move forward, but it didn't solve the deeper problem."

A An agreement that helps one group can still harm another. • **B** People should always avoid compromise. • **C** The Constitution solved every problem the nation faced.

I CAN | I can choose a life lesson and explain why the other answers are traps.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how purpose and message connect."

EXACT TEKS WORDING

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

Show how the purpose and message connect.

The purpose is to explain a compromise. The message is about fairness. **How** do they connect?

"Even after the meeting ended, people continued to question the decision."

I CAN | I can explain how the author uses explanatory details to deliver a 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.

"Their numbers increased the influence of the people who enslaved them, while their own rights continued to be denied."

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 people should never compromise.** Explain why it is a trap and name the trap.

"Finally, a compromise was suggested."

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

AUTHOR'S PURPOSE

Explain purpose and message.

Go back to the passage. Write the author's purpose and message. Use evidence from the text to prove both.

Go back to the reading.

Write the author's purpose and message.

Use evidence to prove both.

I CAN | I can explain the author's purpose and message and prove both with evidence from the text.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **This tells me the author's purpose is to explain the compromise.** The message might be that people sometimes accept unfair solutions to reach a bigger goal.

CHOOSE **A.** An agreement that helps one group can still harm another. B is Plausible but unsupported, the text shows compromise happened and was needed, not that it should always be avoided. C is Plausible but unsupported, the text says the compromise did not solve the deeper problem.

SHOW **The author explains about the compromise to show that agreements can move things forward without being fair.** The purpose delivers the message through the facts.

OWN **Answers vary.** Example: A decision that helps some people move forward can still deeply harm others. Trap: Enslaved people could not vote is a Detail, not the message.

DEFEND **Plausible but unsupported message.** The text shows compromise happened and was needed. The text does not say people should never compromise.

YOUR TURN **Answers vary.** Purpose: to explain the Three-Fifths Compromise and its effects. Message: A decision that helps some people can still harm others. Evidence: The compromise helped the group move forward, but it didn't solve the deeper problem.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer. The compromise helped the group move forward, but it didn't solve the deeper problem."

Which sentence best states a message in the selection?

A Compromise is always wrong and should be avoided.

B The delegates were uncomfortable during the meeting.

C An agreement that moves people forward can still be unfair to some.

D Congress has two parts because of the compromise.

AUTHOR'S PURPOSE

The answer is C.

A **Compromise is always wrong and should be avoided.**
Plausible but unsupported message. The text shows compromise was needed, not that it should be avoided.

B **The delegates were uncomfortable during the meeting.**
Detail, not the message. This describes how delegates felt, not a life lesson.

C **An agreement that moves people forward can still be unfair to some.** **Correct.**
The text shows the compromise moved things forward but left the deeper problem unsolved.

D **Congress has two parts because of the compromise.**
Detail, not the message. This is a fact about Congress, 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?

The purpose is the reason the author wrote the whole text, not just one paragraph.

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

STAAR asks why the author wrote the whole selection, so my answer must fit everything.

THIS WEEK'S FOCUS

Author's Purpose

from "A Voice in the Community"

The **author's purpose** is why the author wrote the text. STAAR asks: **What is the most likely reason the author wrote this selection?** Traps this week: **Wrong purpose type** and **Too narrow**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice the author's clues.

Read the sentence. Does the author want to **explain**, **convince**, or **amuse**? Notice the words that tell you.

"In many communities across the United States, people have chances to take part in civic life."

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?**

"These actions can happen at the local, state, or national level, and they can affect how a community changes over time."

A To tell a funny story about a town meeting • **B** To explain how people can take part in civic life • **C** To convince readers to run for office

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show why the author includes a paragraph.

STAAR asks: **The author includes paragraph 3 most likely to** do what? Show your thinking.

"Others feel that taking part is not always necessary."

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.

"Even so, communities are shaped by the people who live in them."

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The author wrote this to convince readers to vote in every election.** Explain why it is a trap and name the trap.

"Some people are busy with work or family and choose not to get involved."

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 civic life. There is no story and no opinion to convince us.

CHOOSE **B.** to explain how people can take part in civic life. A is Wrong purpose type, the text gives facts, not a funny story. C is Wrong purpose type, the author explains, not convinces.

SHOW **The author includes a paragraph about people who choose not to participate to show that there are different viewpoints.** This balanced approach supports the purpose of explaining.

OWN **Answers vary.** Example: Communities change because of the choices people make, whether they participate or not. Trap: Voting happens at the local level is a Detail, not the message.

DEFEND **Wrong purpose type.** The author presents different viewpoints about participation, including reasons people choose not to participate. The author explains, not convinces.

YOUR TURN **Answers vary.** Purpose: to explain how people can take part in civic life. Message: Communities are shaped by the choices people make. Proof: Even so, communities are shaped by the people who live in them.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time."

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

A To share a story with readers with a story about a town meeting

B To explain different ways people take part in civic life

C To convince readers that voting is the only way to make a difference

D To describe how one community solved a problem

AUTHOR'S PURPOSE

The answer is B.

A **To share a story with readers with a story about a town meeting**
Wrong purpose type. The text gives facts, not a story.

B **To explain different ways people take part in civic life** **Correct.**
The text explains voting, meetings, volunteering, and other forms of participation.

C **To convince readers that voting is the only way to make a difference**
Wrong purpose type. The text presents many forms of participation, not only voting.

D **To describe how one community solved a problem**
Too narrow. The text discusses civic life broadly, not one community's problem.

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 paragraph has a job. The author added it to help the purpose of the whole text.

A Too narrow trap names only one small detail from the paragraph as its entire job.

STAAR asks why the author includes a paragraph, so I need to connect that paragraph to the purpose.

THIS WEEK'S FOCUS

Author's Purpose

from "A Voice in the Community"

The **author's purpose** includes why the author adds a specific paragraph. Each paragraph has a **job** in the text. STAAR asks: **Why does the author include paragraph 4?** Traps this week: **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 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 text? Look beyond the facts.

"Even so, communities are shaped by the people who live in them."

I CAN | I can notice how a paragraph supports the author's purpose.

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 the paragraph.

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

"Some voices are heard more often, but every action can still have an effect over time."

A To explain the history of voting in the United States • **B** To describe one type of volunteer work • **C** To remind readers that participation shapes communities

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show why a paragraph matters to the whole text."

EXACT TEKS WORDING

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

Show why the paragraph matters.

The author ends with a short paragraph. **How** does it help the reader?

"Some voices are heard more often, but every action can still have an effect over time."

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

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

Own the message.

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

"By voting or speaking up, people can have a say in those decisions."

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The author includes paragraph 4 to describe how voting booths work.** Explain why it is a trap and name the trap.

"Some voices are heard more often, but every action can still have an effect over time."

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

AUTHOR'S PURPOSE

Explain a paragraph's job on your own.

Go back to the passage. Choose one paragraph and explain its job. Copy one sentence that shows its job.

Go back to the reading.

Choose one paragraph.

Explain its job and copy one sentence that shows it.

I CAN | I can explain the job of a paragraph and prove it with a sentence from the text.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **This paragraph wraps up the author's point.** Its job is to remind readers that participation matters even if not everyone takes part.

CHOOSE **C.** To remind readers that participation shapes communities. A is Too narrow, the paragraph does not explain voting history. B is Too narrow, it does not describe one volunteer job.

SHOW **The final paragraph brings the text together.** It reminds readers that even small actions can shape a community. This supports the author's purpose of explaining about civic life.

OWN **Answers vary.** Example: Every person's actions help shape the community they live in. Trap: People can vote or attend meetings is a Detail, not the message.

DEFEND **Too narrow and Misreads a detail.** Paragraph 4 does not describe how voting booths work. Its job is to remind readers that participation shapes communities.

YOUR TURN **Answers vary.** Paragraph 4: Its job is to remind readers that every action shapes a community. Proof: Some voices are heard more often, but every action can still have an effect over time.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions."

Why does the author include paragraph 4?

A To explain the history of elections in the United States

B To describe one specific volunteer project

C To convince readers that voting is the only way to help

D To remind readers that people's actions shape their communities

AUTHOR'S PURPOSE

The answer is D.

A **To explain the history of elections in the United States**
Too narrow. Paragraph 4 does not explain election history.

B **To describe one specific volunteer project**
Too narrow. The paragraph discusses participation broadly, not one volunteer project.

C **To convince readers that voting is the only way to help**
Misreads a detail. The text mentions many forms of participation, not only voting.

D **To remind readers that people's actions shape their communities** **Correct.**
The paragraph ends by saying every action can have an effect, connecting to the purpose.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

In a story, the message is a big lesson the characters learn that is true for everyone.

An Overstated claim goes too far and says something the text does not actually prove.

STAAR asks which sentence best states a message, so my answer must be proven by the story.

THIS WEEK'S FOCUS

Author's Purpose

from "A Gift that Welcomed Millions"

The **message** is a big life lesson that reaches beyond the passage. In a story, the message comes from what the characters learn. STAAR asks: **Which sentence best states a message in the story?** Traps this week: **Overstated claim** and **Detail, not the message**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice clues that point to a life lesson."

EXACT TEKS WORDING

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

Notice message clues.

Read the sentence. What life lesson could the author want readers to learn from this story?

"Rosa knew that liberty meant being free to make choices and build a future."

I CAN | I can notice when a sentence hints at a bigger idea beyond the story.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the message that fits the whole story."

EXACT TEKS WORDING

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

Choose the message.

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

"The Statue of Liberty had not promised that life would be easy."

A New beginnings require courage even when the outcome is uncertain. • **B** Every family that moves to a new place will always succeed. • **C** The Statue of Liberty was built by France.

I CAN | I can choose a life lesson and explain why the other answers are traps.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how the story supports the message."

EXACT TEKS WORDING

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

Show how the story supports the message.

The message is about new beginnings. **How** does the story support it? Point to evidence.

"Life was not easy."

I CAN | I can explain how story details prove the message.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

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

Own the message.

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

"Her father found work at a factory, and her mother sewed clothing for a nearby shop."

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 who moves to a new country will always be happy.** Explain why it is a trap and name the trap.

"The family worked long hours, and money was often scarce."

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

AUTHOR'S PURPOSE

Find the message on your own.

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

Go back to the reading.

Write the author's message.

Copy one sentence that proves 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 **The author shows Rosa thinking about liberty and choices.** The life lesson might be that freedom means having the chance to build something new.

CHOOSE **A.** New beginnings require courage even when the outcome is uncertain. B is Overstated claim, the story shows life was hard, not that everyone always succeeds. C is Detail, not the message, a fact about the statue.

SHOW **The author shows Rosa's family working long hours and facing challenges.** These details prove that new beginnings require courage because the outcome is not guaranteed.

OWN **Answers vary.** Example: Starting over takes courage, and success comes from hard work and hope. Trap: Rosa's father worked at a factory is a Detail, not the message.

DEFEND **Overstated claim.** The story shows the family worked hard and faced challenges. It does not say everyone who moves will always be happy. That pushes the lesson too far.

YOUR TURN **Answers vary.** Message: New beginnings require courage and hard work even when the outcome is uncertain. Proof: The Statue of Liberty had not promised that life would be easy.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"Years later, Rosa often thought about that morning in the harbor. The Statue of Liberty had not promised that life would be easy. Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy."

Which sentence best states a message in the story?

A Everyone who starts over will always succeed without any challenges.

B The Statue of Liberty was a gift from France to the United States.

C New beginnings take courage, and freedom means having the chance to build a future.

D Rosa's family arrived at Ellis Island in 1907.

AUTHOR'S PURPOSE

The answer is C.

A **Everyone who starts over will always succeed without any challenges.**
Overstated claim. The story shows life was hard, not that everyone always succeeds.

B **The Statue of Liberty was a gift from France to the United States.**
Detail, not the message. This is a fact about the statue, not a life lesson.

C **New beginnings take courage, and freedom means having the chance to build a future.** **Correct.**
The story shows Rosa's family making a difficult journey for the chance to build a new life.

D **Rosa's family arrived at Ellis Island in 1907.**
Detail, not the message. This is a date and place, 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?

Organization means how the author arranges the text: time order, problem and solution, or cause and effect.

The structure is not the purpose. The structure helps deliver the purpose.

STAAR asks how the organization helps, so I need to connect structure to purpose.

THIS WEEK'S FOCUS

Author's Purpose

from "A Gift that Welcomed Millions"

The **author's purpose** and **structure** work together. How the author organizes the text helps deliver the purpose. STAAR asks: **How does the organization help the author's purpose?** Traps this week: **Too narrow audience** and **Wrong purpose type**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice how the author organizes the text."

EXACT TEKS WORDING

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

Notice the organization.

Read the sentence. How does the author organize the story? Notice the order of events.

"Her family had traveled for weeks from Italy, hoping to build a new life in the United States."

I CAN | I can notice the structure the author uses to deliver the purpose.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose how the organization helps the purpose."

EXACT TEKS WORDING

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

Choose how the organization helps.

STAAR asks: **How does the organization help the author's purpose?**

"The passengers hurried to the rail, pointing toward a giant statue rising above the water."

A It teaches only immigration lawyers how families arrived. • **B** It uses sensory details to help readers experience Rosa's journey. • **C** It follows time order so readers experience the journey step by step.

I CAN | I can choose the connection between structure and purpose and skip the traps.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how the structure helps deliver the purpose."

EXACT TEKS WORDING

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

Show how structure delivers purpose.

The author uses time order. **How** does this help the reader understand the story?

"At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation."

I CAN | I can explain how the organization pattern supports 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 new skill made the unfamiliar place feel more like home."

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The organization helps by teaching only history teachers about Ellis Island.** Explain why it is a trap and name the trap.

"Rosa began school, where she slowly learned to read and speak English."

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

AUTHOR'S PURPOSE

Connect structure and purpose on your own.

Go back to the passage. Explain how the organization helps the author's purpose. Copy one sentence that shows the structure.

Go back to the reading.

Explain how the organization helps the purpose.

Copy one sentence that shows the structure.

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

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **The author uses time order, starting with the journey and moving forward.** This organization helps readers follow the family's experience.

CHOOSE **C.** It follows time order so readers experience the journey step by step. A is Too narrow audience, the story is for all readers. B is Too narrow, it names one technique, not the organization pattern.

SHOW **Time order lets readers follow Rosa from the ship to Ellis Island to her new home.** Each step shows part of the immigrant experience, which supports the purpose of telling this story.

OWN **Answers vary.** Example: New places become home when people keep learning and growing. Trap: Rosa learned English at school is a Detail, not the message.

DEFEND **Too narrow audience.** The story is written for all readers, not only history teachers. The time order organization helps everyone follow Rosa's journey.

YOUR TURN **Answers vary.** The author uses time order to take readers through Rosa's journey. This helps readers experience the story step by step. Proof: At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. Her family had traveled for weeks from Italy, hoping to build a new life in the United States."

How does the organization help the author's purpose?

A It uses compare and contrast to explain two countries.

B It follows a cause and effect pattern about laws.

C It teaches only immigrants how to enter the United States.

D It follows time order so readers experience the family's journey step by step.

AUTHOR'S PURPOSE

The answer is D.

A **It uses compare and contrast to explain two countries.**
Misreads a detail. The story follows one family's journey, not a comparison of countries.

B **It follows a cause and effect pattern about laws.**
Wrong purpose type. The text tells a story, not a cause and effect explanation of laws.

C **It teaches only immigrants how to enter the United States.**
Too narrow audience. The story is for all readers, not only immigrants.

D **It follows time order so readers experience the family's journey step by step.** **Correct.**
The story moves from the voyage to Ellis Island to the family's new life, using time order.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Poets choose images on purpose. Each image helps deliver the poem's meaning.

A Misreads the lines trap changes what the poet actually says into something different.

STAAR asks why the poet uses specific images, so I need to connect those images to the purpose.

THIS WEEK'S FOCUS

Author's Purpose

from "One Voice Can Start a Wave"

A **poet's purpose** includes why the poet uses specific images. Images help the reader see, feel, or understand the poet's idea. STAAR asks: **Why does the poet use the images in lines 1 and 2?** Traps this week: **Misreads the lines** and **Wrong purpose type**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice the images a poet uses."

EXACT TEKS WORDING

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

Notice the poet's images.

Read the lines. What pictures do the words create? What do those pictures help you understand?

"One voice speaks, another hears, A question grows and conquers fears."

I CAN | I can notice how images help deliver the poet's purpose.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose why the poet uses specific images."

EXACT TEKS WORDING

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

Choose why the poet uses the images.

STAAR asks: **Why does the poet use the images in lines 1 and 2?**

"One voice speaks, another hears, A question grows and conquers fears."

A To show that fears are always bad and should be avoided • **B** To show that one voice can grow into something powerful • **C** To describe what a classroom looks like during a lesson

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how images support the poet's purpose."

EXACT TEKS WORDING

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

Show how the images support the purpose.

The poet uses the image of a voice growing. **How** does this support the purpose?

"A thought once spoken all alone Can quickly find a stronger tone."

I CAN | I can explain how a poet's word pictures help deliver the meaning.

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.

"People can gather, write, and speak, To help protect the change they seek."

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The poet uses the images to describe a classroom science experiment.** Explain why it is a trap and name the trap.

"They share their thoughts and make them known, So leaders hear more than their own."

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. Explain why the poet uses the images in lines 1 and 2. Copy one line that supports your answer.

Go back to the poem.
Explain why the poet uses the images.
Copy one line that supports your answer.

I CAN | I can explain why the poet uses specific images and prove it with a line from the poem.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **The poet pictures one voice growing into something that conquers fears.** This image shows that speaking up can be powerful even when it starts small.

CHOOSE **B.** To show that one voice can grow into something powerful. A is Misreads the lines, the poem says questions conquer fears, not that fears should be avoided. C is Misreads the lines, the poem is about voices and change, not a classroom.

SHOW **The poet shows a thought starting alone and finding a stronger tone.** This supports the purpose by showing that speaking up can lead to change when others join in.

OWN **Answers vary.** Example: One person's voice can inspire others and create powerful change. Trap: People can write and speak is a Detail, not the message.

DEFEND **Misreads the lines.** The poem is about voices, questions, and change, not a science experiment. The images show people speaking up, not doing lab work.

YOUR TURN **Answers vary.** The poet uses the images to show that one voice can grow into something powerful. Proof: A thought once spoken all alone Can quickly find a stronger tone.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“One voice speaks, another hears, A question grows and conquers fears. One person asks, "Is this thing fair?" Another stops to listen there.”

Why does the poet use the images in lines 1 and 2?

A To show that one voice can grow into something powerful when others listen

B To describe the weather during a historical event

C To convince readers to join a protest

D To share a story with readers with a rhyming riddle

AUTHOR'S PURPOSE

The answer is A.

A **To show that one voice can grow into something powerful when others listen** **Correct.**
The images show a voice growing and conquering fears, which supports the poem's theme.

B **To describe the weather during a historical event**
Misreads the lines. The poem is about voices and change, not weather.

C **To convince readers to join a protest**
Wrong purpose type. The poem shows what happens when voices grow, not a call to protest.

D **To share a story with readers with a rhyming riddle**
Wrong purpose type. The poem delivers a message about voices, not a riddle.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

The poet's message is a life lesson that reaches beyond the poem.

Plausible but unsupported means it sounds like a lesson but is not proven by the poem.

STAAR asks me to name the message AND prove it with lines.

THIS WEEK'S FOCUS

Author's Purpose

from "One Voice Can Start a Wave"

The **poet's message** is a big life lesson proven by the poem's lines. STAAR asks: **What message does the poet express, and which lines prove it?** Traps this week: **Plausible but unsupported** and **Detail, not the message**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice clues that point to the poet's message."

EXACT TEKS WORDING

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

Notice message clues.

Read the lines. What big life lesson does the poet want readers to learn?

"One voice speaks, another hears, A question grows and conquers fears."

I CAN | I can notice when a line hints at a bigger idea beyond the poem.

AUTHOR'S PURPOSE

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?**

"And one voice still can start a wave."

A One person's voice can inspire change when others listen. • **B** Waves are dangerous and should be avoided. • **C** The poem is about the ocean and its sounds.

I CAN | I can choose the message and explain why the other answers are 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.

The message is about one voice starting change. **Which lines** prove it?

"Their separate voices formed a call, And one by one they joined them all."

I CAN | I can point to specific lines that support the poet's 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 want readers to understand?** This line is a detail, not the message. Use it as a clue.

"We vote, we serve, we read, we weigh, And one voice still can start a wave."

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 only famous leaders can make change happen.** Explain why it is a trap and name the trap.

"One person asks, "Is this thing fair?" Another stops to listen there."

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 two lines that prove it.

Go back to the poem.

Write the poet's message.

Copy two lines that prove it.

I CAN | I can explain a poet's message and prove it with lines from the poem.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **The poet shows that a small voice can reach everyone.** The life lesson is that speaking up matters even when you feel small.

CHOOSE **A.** One person's voice can inspire change when others listen and join in. B is Misreads the lines, the wave is a metaphor for change, not a real wave. C is Plausible but unsupported, the poem uses wave as a symbol, not about the ocean.

SHOW **These lines show a whisper growing as other voices join in.** They prove the message that one voice can inspire change when people listen.

OWN **Answers vary.** Example: One brave voice can start a wave of change when people listen and act together. Trap: People share their thoughts is a Detail, not the message.

DEFEND **Plausible but unsupported.** The poem says one person's question can start change. It does not say only famous leaders can do it. The poem is about ordinary voices.

YOUR TURN **Answers vary.** Message: One voice can inspire powerful change when people listen and act. Proof: A voice may start out soft and small, Yet one brave question can reach all.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Today we still can speak and learn, Attend a meeting, wait our turn. We vote, we serve, we read, we weigh, And one voice still can start a wave.”

What message does the poet express, and which lines prove it?

A Waves are dangerous and people should stay away from the ocean.

B Only famous leaders can create change in the world.

C People should never ask questions because questions cause problems.

D One person's voice can inspire change when people listen and act together.

AUTHOR'S PURPOSE

The answer is D.

A **Waves are dangerous and people should stay away from the ocean.**
Misreads the lines. The wave is a metaphor for change, not a real ocean wave.

B **Only famous leaders can create change in the world.**
Plausible but unsupported. The poem says one person, not only famous leaders.

C **People should never ask questions because questions cause problems.**
Misreads the lines. The poem celebrates questions as powerful, not as problems.

D **One person's voice can inspire change when people listen and act together.** **Correct.**
The lines show a small voice growing into a mighty wave of change.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

When a poet repeats an idea, it is on purpose. Repetition tells me what matters most.

A Too narrow trap says the repetition is only about one small part of the poem.

STAAR asks why the poet repeats, so I need to connect the repetition to the whole poem's meaning.

THIS WEEK'S FOCUS

Author's Purpose

from "Try, Learn, Change"

Poets **repeat** ideas for a reason. Repetition helps the reader understand what matters most. STAAR asks: **Why does the poet repeat an idea in the poem?** Traps this week: **Too narrow** and **Wrong purpose type**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice when a poet repeats an idea."

EXACT TEKS WORDING

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

Notice the repetition.

Read the lines. What idea does the poet repeat? Why might the poet repeat it?

"Good thinkers do not guard a guess; They change when facts suggest what's best."

I CAN | I can notice why repetition matters in a poem.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose why the poet repeats an idea."

EXACT TEKS WORDING

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

Choose why the poet repeats.

STAAR asks: **Why does the poet repeat an idea in the poem?**

"We try, we learn, and then we change."

A To explain one science experiment in detail • **B** To show learning from new info is the key idea • **C** To describe one specific historical event

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how repetition delivers the message."

EXACT TEKS WORDING

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

Show how repetition delivers the message.

The poet repeats the idea of changing when facts change. **How** does this help the reader?

"Good thinkers do not guard a guess; They change when facts suggest what's best."

I CAN | I can explain how repeated ideas strengthen the poet's point.

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.

"Edison's workers tested wire, Hoping longer light would fire."

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

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **The poet repeats the idea only to teach readers about turtles.** Explain why it is a trap and name the trap.

"A turtle reaches toward the sea, Its instinct guiding naturally."

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

AUTHOR'S PURPOSE

Explain the repetition on your own.

Go back to the poem. Explain why the poet repeats an idea. Copy two lines that show the repetition.

Go back to the poem.

Explain why the poet repeats an idea.

Copy two lines that show the repetition.

I CAN | I can explain why a poet repeats an idea and prove it with lines from the poem.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **The poet repeats the idea that changing your answer when you learn something new is healthy.** Repeating it shows this is the poem's central idea.

CHOOSE **B.** To show that learning from new evidence is the poem's most important idea. A is Too narrow, the poem covers more than science. C is Too narrow, the poem covers many examples, not one event.

SHOW **By repeating the idea across different examples, the poet shows it is not just one case.** It is a pattern. This makes the message stronger: good thinking means changing when evidence demands it.

OWN **Answers vary.** Example: Good thinkers change their answers when new evidence shows a better way. Trap: Edison's workers tested wire is a Detail, not the message.

DEFEND **Too narrow.** The poem mentions turtles, orcas, settlers, gardens, and inventors. The repetition is about changing your thinking, not only about turtles.

YOUR TURN **Answers vary.** The poet repeats the idea that changing your thinking is good. Proof: A wrong first answer isn't strange; New evidence helps us change.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Changing her answer did not mean Her thinking failed or was unseen. It meant the evidence had shown A stronger answer than she'd known.”

Why does the poet repeat an idea in the poem?

A To explain one plant experiment and how it was solved

B To show that changing your thinking when facts change is strong reasoning

C To create a funny rhyme about animals and gardens

D To teach only scientists how to run a careful test

AUTHOR'S PURPOSE

The answer is B.

A **To explain one plant experiment and how it was solved**
Too narrow. The poem covers gardens, turtles, orcas, settlers, and inventors, not one experiment.

B **To show that changing your thinking when facts change is strong reasoning** **Correct.**
The poet repeats the idea across many examples to show that changing your mind is a strength.

C **To create a funny rhyme about animals and gardens**
Wrong purpose type. The poem teaches a lesson, not a joke.

D **To teach only scientists how to run a careful test**
Too narrow audience. The poem is for everyone, not only scientists.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two poems can share a purpose even when they use different words and images.

An Overstated claim pushes the comparison further than the poems actually go.

STAAR asks how the purposes are alike, so I need to find the shared reason both poets wrote.

THIS WEEK'S FOCUS

Author's Purpose

from "Try, Learn, Change"

Comparing two poems' **purposes** means finding what they share. Even when poems use different images, they can serve the same purpose. STAAR asks: **How are the purposes of the two poems alike?** Traps this week: **Overstated claim** 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 what two poems share."

EXACT TEKS WORDING

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

Notice what both poems share.

Read the lines from both poems. What purpose do they share?

"When people listen, learn, adapt, A challenge can reveal a path."

I CAN | I can notice when two poems have a similar purpose.

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?**

"We try, we learn, and then we change."

A Both poems say that people should never change their minds. • **B** Both poems are only about science experiments. • **C** Both poems show that thoughtful action can lead to positive change.

I CAN | I can choose the shared purpose and skip the traps.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how both poems serve the same purpose."

EXACT TEKS WORDING

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

Show how both poems serve the same purpose.

Both poems show that thoughtful action can lead to change. **How** does each poem deliver this?

"Observe, then question, test, arrange, We try, we learn, and then we change."

I CAN | I can explain how two different poems deliver the same purpose.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the shared message."

EXACT TEKS WORDING

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

Own the shared message.

Purpose is about **these poems**. The message is a **big life lesson** beyond them. STAAR asks: **What message do both poems want readers to understand?** This line is a detail, not the message. Use it as a clue.

"A broken bulb could still provide A clue about what next to try."

I CAN | I can explain a big life lesson both poets want me to learn.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

A student answered: **Both poems say that people should never change their minds about anything.** Explain why it is a trap and name the trap.

"Being firm does not require Ignoring facts that change the fire."

I CAN | I can prove why a comparison answer is wrong using the texts.

AUTHOR'S PURPOSE

Compare the two poems on your own.

Go back to both poems. Explain how their purposes are alike. Copy one line from each poem that supports your answer.

Go back to both poems.
Explain how their purposes are alike.
Copy one line from each poem.

I CAN | I can explain how two poems share a purpose and prove it with lines from each poem.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **Both poems encourage readers to think about change.** One focuses on voices creating change, and the other focuses on learning from new evidence. Both share the purpose of showing that change requires effort.

CHOOSE **C.** Both poems show that thoughtful action can lead to positive change. A is Overstated claim, both poems celebrate change, not resist it. B is Too narrow, both poems cover far more than science.

SHOW **One poem shows voices growing into a wave of change.** The other shows thinkers learning and revising. Both encourage thoughtful action. The purpose is the same even though the images are different.

OWN **Answers vary.** Example: Change comes from thinking, learning, and acting together. Trap: A broken bulb helped the next test is a Detail, not the message.

DEFEND **Overstated claim.** Both poems celebrate changing your mind when evidence supports it. They do not say people should never change. The answer says the opposite of what the poems say.

YOUR TURN **Answers vary.** Both poems show that thoughtful action leads to change. Poem 1: One voice can start a mighty wave. Poem 2: We try, we learn, and then we change.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Being firm does not require Ignoring facts that change the fire. Wisdom sometimes means we say, "We've learned. Let's choose another way."”

How are the purposes of the two poems alike?

A Both poems say that people should avoid difficult questions.

B Both poems describe only one historical event.

C Both poems show that thoughtful action and learning can lead to positive change.

D Both poems are mainly about animals in nature.

AUTHOR'S PURPOSE

The answer is C.

A **Both poems say that people should avoid difficult questions.**
Overstated claim. Both poems encourage asking questions, not avoiding them.

B **Both poems describe only one historical event.**
Too narrow. Both poems use many examples from nature, history, and daily life.

C **Both poems show that thoughtful action and learning can lead to positive change.** **Correct.**
Both poems show learning, questioning, and acting as paths to positive change.

D **Both poems are mainly about animals in nature.**
Too narrow. Animals are one example, but both poems cover much more.

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 start of a text tells the reader what the whole text will explore.

A Misreads the lines trap changes what the question actually asks.

STAAR asks why the author begins with a question, so I need to connect the question to the whole text.

THIS WEEK'S FOCUS

Author's Purpose

from "From Protest to Participation"

The **author's purpose** includes why the author **begins with a central question**. A question at the start focuses the reader's attention. STAAR asks: **Why does the author begin with a central question?** Traps this week: **Misreads the lines** and **Wrong purpose type**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice the central question."

EXACT TEKS WORDING

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

Notice the central question.

Read the opening. What question does the author ask? Why might the author start this way?

"How do ideas about freedom, rights, and citizenship become real changes in a nation?"

I CAN | I can notice why the author opens with a question.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose why the author begins with a central 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?**

"How do ideas about freedom, rights, and citizenship become real changes in a nation?"

A To focus the reader on the main idea the whole text will explore • **B** To confuse readers so they will stop reading • **C** To test whether readers already know the answer

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 central question organizes the text."

EXACT TEKS WORDING

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

Show how the question organizes the text.

The author begins with a central question. **How** does the rest of the text answer it?

"Studying these examples helps us understand that democracy is not a single event."

I CAN | I can explain how the whole text answers 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.

"The Declaration stated that people possess rights that government should protect."

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 confuse readers and make them stop reading.** Explain why it is a trap and name the trap.

"A nation can change in many ways."

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

AUTHOR'S PURPOSE

Explain the central question on your own.

Go back to the passage. Explain why the author begins with a central question. Copy one sentence that connects to the question.

Go back to the reading.

Explain why the author begins with a central question.

Copy one sentence that connects to it.

I CAN | I can explain why the author begins with a central question and prove it with a sentence from the text.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **The author opens with a question about how ideas become changes.** This focuses the whole text on answering that question.

CHOOSE **A.** To focus the reader on the main idea the whole text will explore. B is Misreads the lines, the author wants to engage, not confuse. C is Misreads the lines, the author asks so readers will keep reading, not to test them.

SHOW **The text answers the question by giving examples: protests, documents, compromises, and participation.** Each section shows one way ideas become real changes.

OWN **Answers vary.** Example: Democracy is not a single event but a continuing process of questions, decisions, and actions. Trap: The Declaration listed rights is a Detail, not the message.

DEFEND **Misreads the lines.** The author begins with a question to focus readers, not confuse them. The question draws readers in and sets up the whole text.

YOUR TURN **Answers vary.** The author begins with a question to focus readers on how ideas become changes. The whole text answers the question section by section. Proof: Studying these examples helps us understand that democracy is not a single event.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

“Central Question: How do ideas about freedom, rights, and citizenship become real changes in a nation? A nation can change in many ways. Borders can move. New inventions can transform daily life.”

Why does the author begin with a central question?

A To focus the reader on the main idea the whole text will explore

B To convince readers to answer the question before reading

C To share a story with readers with a tricky riddle

D To describe one historical event in detail

AUTHOR'S PURPOSE

The answer is A.

A **To focus the reader on the main idea the whole text will explore** **Correct.**
The question sets up the whole text, and each section answers part of it.

B **To convince readers to answer the question before reading**
Misreads the lines. The author guides readers, not asks them to answer first.

C **To share a story with readers with a tricky riddle**
Wrong purpose type. The text explains with facts, not amuse with a riddle.

D **To describe one historical event in detail**
Too narrow. The text covers many events, not just one.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A long text can have one message that runs across all its sections.

A Plausible but unsupported message sounds true but is not proven by the text.

STAAR asks which sentence best states the message, so I need the biggest idea proven by the whole text.

THIS WEEK'S FOCUS

Author's Purpose

from "From Protest to Participation"

The **message** of a long text may run across many sections. STAAR asks: **Which sentence best states a message in the selection?** Traps this week: **Plausible but unsupported** and **Detail, not the message**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

"I can notice message clues that span the whole text."

EXACT TEKS WORDING

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

Notice message clues across sections.

Read the sentence. What big life lesson does it hint at? Look across the whole text.

"That is how a nation continues changing."

I CAN | I can notice when a sentence at the end reveals the text's life lesson.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the message that fits the whole selection."

EXACT TEKS WORDING

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

Choose the message.

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

"The strongest democracy is not one that never faces disagreement."

A Democracy only works when everyone agrees on every decision. • **B** The Bill of Rights was the last important document in American history. • **C** Democracy is a continuing process that needs explained, active citizens.

I CAN | I can choose a life lesson and explain why the other answers are traps.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how different sections support the same message."

EXACT TEKS WORDING

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

Show how sections support the message.

The message is about democracy being a continuing process. **How** do different sections support it?

"Each generation must decide what to do with them."

I CAN | I can explain how evidence from across the text proves one message.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

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

Own the message.

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

"The Bill of Rights protected important freedoms."

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 Bill of Rights was the most important document ever written.** Explain why it is a trap and name the trap.

"These amendments protect important freedoms and establish limits on government power."

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

AUTHOR'S PURPOSE

Find the message across sections.

Go back to the passage. Write the message that runs across the whole text. Copy one sentence from the text that proves it.

Go back to the reading.

Write the message that runs across all sections.

Copy one sentence that proves it.

I CAN | I can explain a message that runs across a whole text and prove it with a sentence.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **The author ends by saying a nation keeps changing.** The life lesson is that democracy is a process, not a finished product.

CHOOSE **C.** Democracy is a continuing process that needs explained, active citizens. A is Plausible but unsupported, the text shows disagreement is normal, not that agreement is required. B is Detail, not the message, the Bill of Rights is one fact, not the life lesson.

SHOW **The section about protests shows people questioning.** The section about the Constitution shows people building. The section about participation shows people continuing the work. All three support the message that democracy is ongoing.

OWN **Answers vary.** Example: Democracy is a continuing process that needs each generation to participate, question, and improve. Trap: The Bill of Rights protected freedoms is a Detail, not the message.

DEFEND **Plausible but unsupported.** The text discusses the Bill of Rights as one step in a process, not as the most important document ever. The text's message is about democracy continuing, not ranking documents.

YOUR TURN **Answers vary.** Message: Democracy is a continuing process that requires explained citizens to keep questioning, participating, and improving. Proof: That is how a nation continues changing.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"A protest may begin the conversation. A document may describe an ideal. A law may create a system. A citizen may challenge the system. A vote may change a leader. An amendment may change the law. A new generation may ask the question differently. That is how a nation continues changing."

Which sentence best states a message in the selection?

A The Constitution was written in 1787.

B Only leaders can change laws in a democracy.

C The Declaration of Independence is the only important American document.

D Democracy is a continuing process that requires explained, active citizens.

AUTHOR'S PURPOSE

The answer is D.

A **The Constitution was written in 1787.**
Detail, not the message. This is a fact about a date, not a life lesson.

B **Only leaders can change laws in a democracy.**
Plausible but unsupported. The text shows that citizens, not just leaders, participate in change.

C **The Declaration of Independence is the only important American document.**
Plausible but unsupported. The text discusses many documents, not just one.

D **Democracy is a continuing process that requires explained, active citizens.** **Correct.**
The whole text shows democracy continuing through protests, documents, laws, and citizen action.

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 research text gathers evidence from many examples to help readers understand one idea.

A Wrong purpose type trap names the wrong kind of writing.

STAAR asks why the author wrote the whole selection, so my answer must cover everything.

THIS WEEK'S FOCUS

Author's Purpose

from "How Change Happens"

The **author's purpose** of a research text is to help readers understand a topic by gathering evidence from different sources. STAAR asks: **What is the most likely reason the author wrote this selection?** Traps this week: **Wrong purpose type** and **Too narrow**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice the author's purpose clues.

Read the sentence. Does the author want to **explain**, **convince**, or **amuse**? Notice the words that tell you.

"Yet each presents the same basic problem: Something about the current situation is not working."

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?**

"The subjects are different, but the thinking pattern can be surprisingly similar."

A To tell a funny story about Edison and a garden • **B** To explain how people respond to challenges • **C** To describe only one science experiment

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 achieves the purpose."

EXACT TEKS WORDING

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

Show how the author achieves the purpose.

The author's purpose is to explain how people respond to challenges. **How** does the author do it?

"A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common."

I CAN | I can explain how the author uses different examples to explain.

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.

"Workers could ask: What material was used?"

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

"She watered less often."

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 connects different examples to one idea. There is no story and no opinion to convince us.

CHOOSE **B.** to explain how people and communities respond to challenges by observing, testing, and revising. A is Wrong purpose type, the text is explanatory, not a funny story. C is Too narrow, the text uses many examples from science, history, and communities.

SHOW **The author gathers many different examples and shows that they all follow the same thinking pattern.** This connects nature, science, history, and communities to one idea.

OWN **Answers vary.** Example: Good thinkers observe, gather evidence, test their ideas, and change when the facts demand it. Trap: Workers asked what material was used is a Detail, not the message.

DEFEND **Wrong purpose type.** The text uses the garden as one example among many. The author explains about problem-solving patterns, not amuse with a funny story.

YOUR TURN **Answers vary.** Purpose: to explain how people respond to challenges by observing, testing, and revising. Message: Good thinkers observe, gather evidence, and change when the facts demand it. Proof: The subjects are different, but the thinking pattern can be surprisingly similar.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common. Yet each presents the same basic problem: Something about the current situation is not working. What should happen next?"

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

A To share a story with with a funny story about plants

B To describe only one science experiment

C To explain how people respond to challenges

D To convince readers to become scientists

AUTHOR'S PURPOSE

The answer is C.

A **To share a story with with a funny story about plants**
Wrong purpose type. The text is explanatory, not a funny story.

B **To describe only one science experiment**
Too narrow. The text connects many examples from nature, science, and history.

C **To explain how people respond to challenges** **Correct.**
The text gathers evidence from many areas to show how people respond to challenges.

D **To convince readers to become scientists**
Wrong purpose type. The author explains, not convinces readers to choose a career.

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Explaining purpose and message with evidence is the highest level of this skill.

I must state the purpose, state the message, and prove both with sentences from the text.

Defending my answer means I can explain why other answers are wrong.

THIS WEEK'S FOCUS

Author's Purpose

from "How Change Happens"

This is the **capstone** week. You explain the author's **purpose** and **message** with evidence and defend your answer in writing. STAAR asks: **Explain the author's purpose and message with evidence.** Traps this week: **Too narrow audience** and **Plausible but unsupported**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice clues to purpose and message.

Read the sentence. What does it tell you about the author's purpose or message?

"Progress does not come from changing simply for the sake of change."

I CAN | I can notice when a sentence reveals both why the author wrote and what lesson the author teaches.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

CHOOSE

"I can choose the message of the capstone text."

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?**

"It comes from learning."

A The text is only for scientists who study change. • **B** Everyone should accept their first answer. • **C** Progress comes from observing, evidence, and willingness to change.

I CAN | I can choose the message and explain why the other answers are traps.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

SHOW

"I can show how purpose and message connect."

EXACT TEKS WORDING

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

Show how purpose and message connect.

The purpose is to explain how change happens. The message is about learning from evidence. **How** do they connect?

"And when the evidence demands it, be willing to change again."

I CAN | I can explain how explanatory details deliver the life lesson.

AUTHOR'S PURPOSE

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

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

Own the message.

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

"Kendrix changed her plan."

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 was written only for gardeners who want to fix their plants.** Explain why it is a trap and name the trap.

"A community improvement may involve volunteers and leaders."

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

AUTHOR'S PURPOSE

Capstone: explain and defend.

Go back to the passage. Write the author's purpose, the message, and evidence for both. Then explain why one wrong answer is a trap.

Go back to the reading.

Write purpose, message, and evidence.

Explain why one wrong answer is a trap.

I CAN | I can explain purpose and message with evidence and defend my answer by naming a trap.

AUTHOR'S PURPOSE

Answers, across the five thinking levels.

NOTICE **The author's purpose is to explain how change happens.** The message might be that real progress comes from learning, observing, and choosing responsibly.

CHOOSE **C.** Progress comes from observing, gathering evidence, and being willing to change when the facts demand it. A is Too narrow audience, the text is for everyone. B is Plausible but unsupported, the text says to check first answers, not accept them.

SHOW **The author gathers examples from science, nature, history, and communities to explain change.** Through those examples, the message becomes clear: progress comes from evidence, not guessing.

OWN **Answers vary.** Example: Real progress comes from observing carefully, questioning thoughtfully, and being willing to change when the evidence demands it. Trap: Kendrix changed her plan is a Detail, not the message.

DEFEND **Too narrow audience.** The text covers plants, turtles, settlers, inventors, communities, and governments. It is for all readers, not only gardeners.

YOUR TURN **Answers vary.** Purpose: to explain how people respond to challenges through observation, testing, and revision. Message: Real progress comes from learning, gathering evidence, and being willing to change. Evidence: And when the evidence demands it, be willing to change again. Trap: The text is only for scientists is Too narrow audience because the text covers nature, history, communities, and government.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"Progress does not come from changing simply for the sake of change. It comes from learning. Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it, be willing to change again."

Which sentence best states a message in the selection?

A Only scientists need to observe and test.

B People should accept their first answer.

C Changing your mind is always a mistake.

D Progress comes from observing and being willing to change.

AUTHOR'S PURPOSE

The answer is D.

A **Only scientists need to observe and test.**
Too narrow audience. The text is for everyone, not only scientists.

B **People should accept their first answer.**
Plausible but unsupported. The text says to question first answers, not accept them.

C **Changing your mind is always a mistake.**
Plausible but unsupported. The text says changing your mind is a strength, not a mistake.

D **Progress comes from observing and being willing to change.** **Correct.**
The text repeats this idea across all examples from nature, science, history, and community.