**UNDERSTANDING AUTHOR’S PURPOSE**

Every single text was written with a purpose in mind. These are some basic steps you need to do every time you determine author’s purpose:

1. **Look at the *DICTION*: what words did the writer pick? Big words? Complicated words? Emotional words?**
2. **Does the text have a specific *TONE*? Is it funny, gloomy, angry, humorous?**
3. ***Determine whether the passage is FICTION or NONFICTION***
   1. **Fiction is almost always meant to ENTERTAIN the reader**
   2. **Nonfiction can INFORM the reader with facts, or PERSUADE the reader’s thinking**
4. **Ask yourself, *“What does the author want me to believe”?***
   1. **Does the author use words to achieve his/her purpose🡪creating a tone/mood, using facts or opinions**
5. **Sum up the passage and ask yourself, *“What is the author saying to me”?***
   1. **This is where you summarize what you have read**

**PART I. You Decide: Inform, Entertain, Persuade**

**Directions: Read the passage and answer the questions to determine the author’s purpose.**

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homework again. I am telling you, the Read-Your-Mind Homework Machine can be

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1. Underline 5 examples of diction.
2. Identify the tone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Circle one: Fiction or Nonfiction
4. Is the author telling you his opinion? If so, circle a statement from the passage that shows this.
5. Write a 1 sentence summary: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Circle one: The author’s purpose is to ENTERTAIN, PERUSADE, INFORM

New York City- New York City is probably one of the busiest cities in the world. It is located in southeastern New York, and if you drive just a little farther, you drive down the Long Island Expressway onto Long Island. In New York City, there are several attractions to visit such as the Empire State Building and the massive New York Public Library.

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5. Write a 1 sentence summary: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Circle one: The author’s purpose is to ENTERTAIN, PERUSADE, INFORM

Replay by Sharon Creech- STORY SUMMARY- Twelve-year-old Leo has a talent for transforming the everyday into the extraordinary. That's why they call him fog boy. He's always dreaming, always replaying things to his brain. He fantasizes about who he is in order to discover who he will become. As an actor in the school play, he is poised and ready for the curtain to open. But in the play that is his life, Leo is eager to find out what part will be his.

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3. Circle one: Fiction or Nonfiction
4. Is the author telling you his opinion? If so, circle a statement from the passage that shows this.
5. Write a 1 sentence summary: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Circle one: The author’s purpose is to ENTERTAIN, PERUSADE, INFORM

**Part II. Apply What You Know**

**from The Story of My Life by Helen Keller**

The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old…

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled “d-o-l-l,” and tried to make me understand that “d-o-l-l” applied to both. Earlier in the day we had had a tussle over the words “m-u-g” and “w-a-t-e-r.” Miss Sullivan had tried to impress it upon me that “m-u-g” is *mug* and that “w-a-t-e-r” is *water*, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

**The author probably wrote this selection to**

1. Show how disobedient she was as a child
2. Show how her meeting with Miss Sullivan was the turning point of her life
3. Show how much she hated spelling lessons and playing with dolls
4. Show how she preferred outdoor activities to indoor activities
5. Underline 5 examples of diction.
6. Identify the tone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Circle one: Fiction or Nonfiction
8. Is the author telling you her opinion? If so, circle a statement from the passage that shows this.
9. Write a 1 sentence summary: