Detective Eyes: Purpose and Point of View

Teacher		**Class**	Grade 6
Subject	ELA	**Topic**	Author's purpose
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to name purpose and point of view and spot how authors show it. They hunt for clues with magnifiers and prove ideas with evidence.

Curriculum links

- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Learning objectives

- Students will determine author's purpose or point of view using text details.
- Students will explain how word choice and text features convey that purpose.
- Students will support ideas about purpose with evidence from the text.

Success criteria

- I can name persuade, inform, entertain and tell point of view.
- I can explain how words and facts show the author's purpose.
- I can use text evidence to prove purpose or point of view.

What students already know

2-minute thumbs check: Show three fingers for PIE, then ask a student to say what P-I-E stands for and give one example of each.

Key words

purpose	the reason someone writes something [4]
point of view	what a writer thinks or feels about a topic
persuade	to get someone to do or believe something [4]
inform	to give facts and explain something clearly [4]
entertain	to make someone enjoy with a funny or exciting story [4]
evidence	a detail from the text that proves an idea

Materials

- magnifying glasses or paper frames
- short texts - printed Passage Should School Start Later paragraphs 1-4 and Passage How Paper Gets Recycled paragraphs 1-4
- evidence chart with columns Purpose, Fingerprint 1, Fingerprint 2, How it proves
- slide deck Slides 3-12 and Video clip 1 tested
- mini whiteboards and markers

Before the lesson

- Print one paper frame per student and one evidence chart per group
- Print short texts: Passage Should School Start Later paragraphs 1-4 and Passage How Paper Gets Recycled paragraphs 1-4 with wide margins
- Print copies of Worksheet Task G for plenary
- Load Slides 3-12 and test Slide 6 Video clip 1 (0:00-5:00) with sound

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- copies of Worksheet Task G for plenary
- Set out mini whiteboards, highlighters in two colors, and checklist supports

Lesson outline

0–5 min **Starter** 5 min · Whole class

Activate PIE knowledge and hook curiosity for detective reading.

YOU DO

1. Greet class and show Slide 4 Remember PIE cards.
2. Say hook line and model hand signals: desk slap for persuade, book shape for inform, laugh clap for entertain.
3. Read three quick lines about a rainy weekend, one to persuade, one to inform, one to entertain, and have class signal.
4. Link signals to Slide 3 Purpose vs Point of View: purpose is WHY, point of view is WHAT the author thinks.

STUDENTS DO

1. Listen and show hand signal for each line.
2. Turn to neighbor and say one PIE word they remember.
3. Choral read Slide 4 definitions with teacher.

Say: Put on your detective eyes. Authors leave fingerprints. Can you find them? Show me with your hands if I am trying to change your mind, teach you something, or make you laugh.

Ask: What do P-I-E stand for? (Persuade, inform, and entertain [4].) · What is the difference between purpose and point of view? (Purpose is why the author writes, point of view is what the author thinks or feels.)

Check understanding: All show signals together; if mixed, reteach one card example before moving on.

Support: Post picture cues: megaphone, book, laughing face next to PIE words. **Stretch:** Ask ready students to give their own one-line example for each PIE purpose.

Use: Slides 3-4

5–15 min **Teaching** 10 min · Whole class

Model how to name purpose and point of view and prove it with words.

YOU DO

1. Display Slide 5 question: Sign says: Help our park! Join cleanup Saturday!
2. Think aloud: circle Help, Join, and exclamation as fingerprints.
3. Model that there are three main reasons people write: to persuade, to inform, and to entertain [4].
4. Write model sentence frame on board and explain an author is the creator of the original piece, so word choice is on purpose [3].

STUDENTS DO

1. Follow along, underline Help and Join on their copy.
2. Repeat model sentence with teacher.
3. Copy sentence frame: The purpose is ___ because the text says ___.

Say: Watch how I catch the author. I ask why did they write and what do they feel. Then I underline the exact words that prove it and say it in a full sentence.

Worked example: Text: Help our park! Join cleanup Saturday! Step 1 Purpose? Persuade - tries to get you to do something. Step 2 Point of view? Author cares about the park and thinks cleanup matters. Step 3 Proof? Help, Join, and ! show strong feeling and action. Sentence: The author's purpose is to persuade because the text says Join cleanup Saturday.

Ask: What is the purpose of the park sign and what words show it? (Persuade, shown by Help, Join, and exclamation.) · What is the author's point of view about the park? (Author thinks the park matters and cleanup is important.)

Check understanding: Mini whiteboards up with P, I, or E for park sign; reteach with another command example if less than 80 percent correct.

Support: Give sentence frames and pre-underline Help for students who need it. **Stretch:** Ask ready students what the author left out, like why the park is dirty, and why that helps persuade.

Use: Slides 3-5

15–25 min **Guided Practice** 10 min · Whole class

Build shared language for clues through video and discussion.

YOU DO

1. Show Slide 6 PIE in Action and play Video clip 1 (0:00-5:00).
2. Pause twice to ask class to name one clue word for persuade, inform, entertain.
3. Show Slide 7 Did you know? Every text is made to persuade, inform, or entertain readers.
4. Chart class ideas into facts vs opinions vs funny story words for extensive discussion [2].

STUDENTS DO

1. Watch video and jot one clue word for each purpose.
2. Share clues pair-share, then add to class chart.
3. Read Slide 7 together and restate in own words.

Say: Listen for what the author is trying to do to you. Write one clue word on your board. We will sort clues that tell us persuade, inform, or entertain.

Ask: Which words or features gave away persuade in the video? (Strong words like should, must, best, vote, join.) · Which words or features gave away inform? (Facts, numbers, explains, shows, steps.)

Check understanding: Cold-call three students for one clue each; if vague, replay 30 seconds and model again.

Support: Provide word bank: should, must, best, research shows, numbers, once upon a time, funny. **Stretch:** Have ready students explain which purpose is stronger when a text seems mixed and why.

Use: Slide 6, Video clip 1 (0:00-5:00)

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25–45 min **Main Activity** 20 min · Groups

Connect purpose to specific text features like facts, opinions, and language.

YOU DO

1. Hand out paper frames, printed passages, highlighters, and evidence chart.
2. Model magnifier routine on Passage Should School Start Later paragraph 4 using Slide 10 Clues to Purpose: word choice, facts vs opinions, tone of voice [4].
3. Assign half the groups the persuade passage and half the inform passage to log facts, strong words, questions, and tone.
4. Circulate, prompt with checklist, and select two groups to share purpose plus two fingerprints.

STUDENTS DO

1. Examine assigned paragraphs with frame and log facts, strong words, and tone on chart.
2. Discuss and write purpose plus one-sentence explanation of how fingerprints prove it.
3. Present chart: read purpose, two fingerprints, and explanation.

Say: Use your frame like a detective. Highlight facts in one color and opinions or strong feelings in another. Fill your chart with purpose, two fingerprints, and one sentence that explains how they prove it.

Worked example: Passage Should School Start Later paragraph 4: Do not let an old schedule hold us back. Call the office, tell a teacher you agree, and vote for healthy mornings. Step 1 Frame must, Call, vote - strong action words, opinion not fact. Step 2 No numbers or steps. Step 3 Decide: persuade. Sentence: The purpose is to persuade because must and vote tell readers to take action.

Ask: How does Passage How Paper Gets Recycled paragraph 2 show inform? (Gives facts and steps: collected, sorted, mixed with warm water, screens clean - explains clearly.) · How does Passage Should School Start Later paragraph 1 show persuade and point of view? (Author thinks school should start later; uses should, smart change, research shows to push opinion.)

Check understanding: Check each chart for purpose plus two quoted fingerprints; if missing evidence, send group back to highlight before share.

Support: Give students who need help a checklist with examples of fact language and persuasion language to tick off. **Stretch:** Ask ready teams to compare two texts on the same topic with different purposes and chart the contrasts.

Use: Slides 9-10

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45–60 min **Plenary** 15 min · Whole class

Consolidate learning and check who can prove purpose with evidence.

YOU DO

1. Lead Slide 11 vote: Which clue best shows purpose? Strong word choice, facts and examples, pictures and headings.
2. Hand out Worksheet Task G Swap it and have students swap each wrong label for correct purpose using evidence.
3. Run Slide 12 Quick quiz with mini whiteboards for three questions.
4. Restate objectives and preview that word choice shows feelings and purpose.

STUDENTS DO

1. Vote and justify choice with one text clue from today.
2. Complete Worksheet Task G: swap wrong labels using evidence.
3. Answer quiz on whiteboards and self-check against success criteria.

Say: Feet still, brains on. Vote for the best clue, fix the wrong labels with proof, and show me on your boards. Tell me purpose and how you know in a full sentence.

Ask: What do P-I-E letters mean? (Persuade, Inform, Entertain [4].) · Sharks live in the ocean. What purpose? (Inform - gives a fact.) · You should vote for longer recess! What purpose and how do you know? (Persuade - should and vote tell reader to act.)

Check understanding: Collect Task G and whiteboards; if many miss how vs what, reteach tomorrow with Slide 10 mindmap.

Support: Allow word bank and partner talk before writing Task G fix. **Stretch:** Ask ready students to rewrite one inform sentence to persuade keeping same facts.

Use: Slides 11-12, Worksheet Task G

Common mistakes

Mistake	How to spot it	How to fix it
Mixing up purpose (why) and point of view (what author thinks).	Student says purpose is the author likes later start.	Restate frames: Purpose is to persuade; point of view is author thinks later start is healthier.
Thinking topic is purpose, e.g., purpose is recycling.	Chart says purpose is paper.	Ask: Did author explain steps to inform or push action to persuade? Point to facts vs should/must language [4].
Thinking any fact means inform.	Labels Should School Start Later as inform because it cites sleep research.	Show facts can serve persuade; check tone and action words like must, vote, call that convey push [4].

Support

- Give students who need help a checklist with examples of fact language and persuasion language to tick off.
- Provide sentence frames like The author thinks ___ because the text says ___ and pre-highlight two examples.

Stretch

- Ask ready teams to compare two texts on the same topic with different purposes and chart the contrasts.
- Have ready writers list two words the author could change to flip purpose and explain the effect.

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For the LSE or teaching assistant

Sit with checklist group during main activity; read paragraphs aloud, help highlight one fact and one strong word, then let students find second clue alone.

Check for understanding

Question	Answer
Name the three purposes and one clue word for each.	Persuade - should/must/vote; Inform - facts/steps/numbers; Entertain - funny/story words.
Passage How Paper Gets Recycled explains steps. What is purpose and how is it conveyed?	Inform, conveyed with facts, order words, and neutral tone.
Author writes Vote for beach cleanup Saturday! What is point of view and proof?	Author supports cleanup; proof is Vote and exclamation showing strong feeling.

Homework

Find one short paragraph at home, label it persuade, inform, or entertain, and underline one clue.

Sources

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